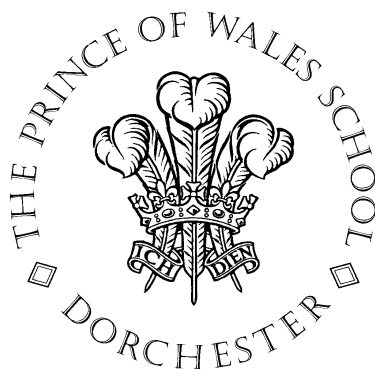


The Prince of Wales School



Behaviour, Discipline and Ethos Policy

(INCLUDING EXCLUSION)

REVISED FEBRUARY 2012

(IN THE LIGHT OF THE EQUALITY ACT 2010 AND THE EDUCATION ACT 2011)

INTRODUCTION

The Prince of Wales School: A Rights Respecting School

In November 2008 our school was assessed as meeting the standards at Level 1 of the UNICEF Rights Respecting Schools Award. This built upon long accepted practice at the school about children's RIGHTS and RESPONSIBILITIES and that the school's behaviour policy should be fundamentally based upon RESPECT.

Activities developing the idea of being a Rights Respecting School are a fundamental part of the RAINBOW scheme of work which all year groups use to plan Personal, Social and Health Education, Citizenship, Sex, Relationships and Drugs Education.

Every year each classteacher leads a discussion about the creation of a CLASSROOM CHARTER that sets out clearly the expectations for the safe and happy learning environment in the classroom. Each class develops a visual display of the CLASSROOM CHARTER which is then shared with parents. These charters include aspects previously known as Golden Rules. Expected behaviours are expressed in terms of children's RIGHTS and their consequent RESPONSIBILITIES. Every RIGHT carries with it a consequent RESPONSIBILITY. This connection is then used as part of the school's behaviour management strategies. It is our aim that all staff will use the language of Rights Respecting Schools to deal with children's behaviour. For example, "You have a responsibility to listen to other children's ideas". "Every child has the right to learn without being disturbed. Show me that you are fulfilling your responsibility not to disrupt others!" "If you hurt another child, you are affecting their right to be safe at school."

The idea of Charters is also used to explore expectations at playtime and lunchtime and at all times. Charters also cover respect for all members of staff, parents, visitors and members of the public children may meet on trips. The language of Rights Respecting Schools should be constantly used by all members of staff, including midday supervisors and teaching assistants. There will be Charters for lunchtimes and playtimes which are displayed with photographs of positive images of behaviour.

The language of Rights Respecting Schools is always phrased in a positive way. Every member of staff has a responsibility to consider how their use of language might be interpreted: is it likely to be heard as reinforcing rights and responsibilities, as reinforcing a positive attitude or could the way we speak to children be seen as negative or damaging the child's self-esteem?

DASP Citizenship

The school also participates in the Dorchester Area Schools Partnership commitment to the development of positive qualities needed by good citizens in a school, family and the local community. The School's Governing Body has adopted the Citizenship project as a model to guide the way it which it works and all members of staff should show commitment to its principles. The qualities below were developed by students in the partnership.

In our school these qualities are expressed visually as brightly coloured caterpillars each representing a different desirable quality.

1. caring (looking after other people)
2. considerate (looking after property and the environment)
3. conscientious (working hard)
4. co-operative (working well in a team or with a partner)
5. confident (positive I can attitudes)
6. communicative (willing to express themselves and offer ideas)
7. courteous (saying please, thank you, standing aside, holding doors)

In every classroom these caterpillars are displayed prominently and should be referred to during Rainbow Time, and also to help praise children and to address shortfalls in behaviour.

Each week the classteacher should focus upon a different caterpillar or quality to concentrate upon and ask the children to see if they can demonstrate that quality. This should be displayed in the classroom.

Assemblies will often focus upon the Citizenship qualities.

Citizenship stickers are used daily. Each half term, seven children are chosen to be awarded Citizenship Certificates.

Each year in the summer Citizenship awards will be made at a special awards ceremony and the children should be involved along with classteams in selecting the child who has most consistently demonstrated all the seven Cs, with four or five children who will be highly commended.

Members of staff should be modelling these qualities constantly. One way is to use the language of citizenship when speaking to colleagues in front of children. "Thank you Mrs.... You are so conscientious." "What a co-operative team we are!" Staff should also praise children using the language of Citizenship. For example, "Thank you for being courteous". "That's very confident of you." "Well done for being so co-operative."

SOCIAL & EMOTIONAL ASPECTS of LEARNING

The SEAL programme is at the heart of the RAINBOW scheme. It is designed to support children to recognise and express their emotions and to develop their social skills. It is a whole school approach following an agreed sequence of units of work. These are the subject of school assemblies as well as the focus of Rainbow Time.

It is expected that there is a display of the current SEAL Unit of work with information about what the children are learning that week. SEAL sets targets which can be used for assessment.

There are seven themes:

1. New Beginnings
2. Getting on and falling out
3. Say no to bullying
4. Going for Goals!
5. Good to be me
6. Relationships
7. Changes

In the course of following the SEAL scheme, issues linked with positive behaviour and approaches to bullying can be constantly addressed.

It is expected that the three aspects outlined above (Rights Respecting Schools, Citizenship and SEAL) will inform all approaches to behaviour management strategies at The Prince of Wales School and the language associated with one of the three projects should be practised and incorporated into all staff interactions with children.

Essential Principles

Every child has the right to come to school to work and play without disturbance or disruption by others.

Every individual has the right to be treated with care and respect, with individuals being valued for who they are, regardless of their ability, **gender**, race, **sexual orientation** or background. (**See Single Equality Plan November 2011**)

Every individual has a duty to treat others with care, respect, sympathy and understanding and appreciation for their strengths and weaknesses.

Every individual has a responsibility to take a sense of pride in the school, its resources and all members of its community.

These principles apply to children and all members of staff.

Rights in any community carry equally important responsibilities and duties in order for the community to function. Children and parents and teachers and other staff all have rights. They also have responsibilities and duties.

Learning to be a decent citizen starts at school and it starts with children learning that their individual rights need to fit in with the rights of the community as a whole: i.e. the need for a school to be an ordered environment where all people are respected.

Our expectations of adults working at the school

(please refer to Staff Handbook)

Adults treat children with respect, sympathy and understanding.

Adults treat adults with respect, sympathy and understanding.

Different opinions are encouraged, respected and discussed. All contributions and ideas are valued and welcomed.

However, all staff are expected to maintain loyalty to the school, and carry out its policies.

Adults welcome visitors and the community. The school is accountable to the community. The classrooms belong to the parents as much as they belong to the teachers. Fundamentally, they belong to the children.

Adults treat parents as equal partners in the educational process.

Parents have a right to

- ❖ information about the curriculum
- ❖ information about individual progress
- ❖ information about their child's behaviour
- ❖ a listening ear and a positive welcome
- ❖ a voice in decisions about their child's education

Parents of children on the unit roll can expect special treatment in these areas, including when educated in a mainstream base. Particular attention needs to be paid to keeping these parents informed, welcomed and supported.

Class teachers and the headteacher are always available for parents. The first point of contact for parents' questions, concerns and worries is the class teacher.

Class teachers have a responsibility to ensure that other adults working in the school eg assistants, lunchtime supervisors, parent helpers are treated with the same respect. They also have a responsibility to insist on our expectations when the class is taught by a supply teacher. **This issue is fundamental and needs to be constantly reinforced.**

All adults are expected to set high expectations in their own behaviour:

- ❖ be smart and appropriately dressed for the job
- ❖ be punctual
- ❖ be organised
- ❖ be positive and enthusiastic
- ❖ smile
- ❖ take an interest in others
- ❖ be calm and quiet with children
- ❖ be polite; don't interrupt children
- ❖ say thank you and please to children

Teachers should also:

- ❖ listen to children
- ❖ treat children fairly
- ❖ never jump to conclusions
- ❖ never accuse a child of a wrong doing without evidence
- ❖ see both sides of an argument
- ❖ distinguish between serious and minor offences
- ❖ never give a dog a bad name
- ❖ give more attention to good behaviour than bad

- ❖ take notice of children when they are well behaved
- ❖ welcome all children and take a genuine interest in them
- ❖ set realistic and achievable targets for improvement and praise after a short period of time
- ❖ praise small changes in behaviour
- ❖ be lavish with praise and rewards
- ❖ use sanctions when behaviour affects learning
- ❖ be neat and tidy in classroom organisation
- ❖ be in class before children
- ❖ thank parents for their time, interest, visit, involvement (no matter how much they feel criticised).
- ❖ try to make personal contact with parents regularly, especially by praising their child's work or attitude
- ❖ show parents how well they know each child
- ❖ contact parents early over any concerns about progress, attitude or behaviour to involve the parents in overcoming a problem before it becomes major.
- ❖ keep the headteacher informed about concerns

It is essential that teachers are positive about dealing with parental concerns:

- ❖ keep channels of communication open
- ❖ involve the headteacher
- ❖ be ready to listen
- ❖ be ready to justify school policies
- ❖ be ready to inform parents about how we do things
- ❖ be ready to act upon parental concerns which may be legitimate
- ❖ be ready to compromise

However, no teacher should put up with aggressive or rude behaviour from parents. If the guidance above is followed, there is no excuse for such behaviour and the headteacher with the backing of the governors will inform parents quite clearly of this, if necessary by requiring all contact with the school to be through the headteacher or even banning the parent from the school in extreme circumstances.

Whilst there may be all kinds of reasons for unacceptable behaviour by children which have nothing to do with school, teachers should be ready to reflect upon the reasons behind disruptive behaviour:

- ❖ Is the work too easy, hard, boring?
- ❖ Has the purpose been explained to the children?
- ❖ Is there a real purpose for the work?
- ❖ Is there a problem with the relationship between child and teacher?
- ❖ **has the work been sufficiently differentiated?**

What can be done about this?

Is the behaviour a demand for attention? If so can you give attention before the disruption?

Do not blame the home background: there may be problems but do not stereotype children because of their family situation. All this does is lower expectations. Set high expectations and children will rise to the challenge in behaviour and in work.

Children should be taught about appropriate noise levels: there are times when silence is needed and expected. There are times when discussion is allowed or positively encouraged. There are times when talk should be focused on the task in hand.

The teacher should ensure that the children know which is expected for each activity.

At the end of school, the classroom should be left tidy, the children should leave properly dressed, coats on, bags etc, the cloakrooms should be left tidy and the children should be dismissed in a controlled manner and reminded of the routine if their parent/carer is not there to meet them.

Our expectations of children's behaviour in the school

All adults should have the highest expectations of children's behaviour.

Our aims

- ❖ children who are self-disciplined, self-motivated and self-controlled.
- ❖ children who are honest, polite, respectful and obedient.
- ❖ children who know the difference between right and wrong
- ❖ children who want to do well by working hard

In particular, children should know that stealing, telling lies, being rude, swearing, hurting others by word or action, racist, **sexist abuse or abuse due to another's disability** or comments, violence and aggression are all wrong and therefore totally unacceptable.

It should also be made clear that any action which disrupts other children's learning or enjoyment of play is unacceptable. This has implications for children learning to share, to wait their turn, to play by the rules, to consider the other's point of view and to accept that being in a large community requires them to conform to reasonable, agreed and negotiated rules.

To achieve this in our school we need a clear framework of external discipline. Children must know what the expectations are. Clear boundaries must be set. These need to be clearly explained and consistently and fairly applied across the school.

Every year in September, each classteacher discusses and agrees with the class the Class Charter for behaviour in the class, in the playground and around school. This Charter should include expectations of how children treat all adults in the school. These are shared with parents.

Each term this Charter is revisited and discussed so that they are constantly in mind.

The reasons behind rules are explained and the Class Charter is displayed in some way in the classroom.

These charters need to cover (in ways appropriate to the age group) the following ideas, and they should focus upon the positive behaviour we expect rather than the negative, i.e. walk in the school, rather than do not run.

Children should be:

- ❖ polite, well-mannered and courteous
- ❖ prepared to wait for attention
- ❖ prepared to listen to all adults and children
- ❖ prepared to respect other children's contribution, strengths and weaknesses, including physical disabilities and learning difficulties
- ❖ hard-working
- ❖ on-task
- ❖ positive about their work
- ❖ obedient
- ❖ tolerant, caring, helpful, respectful of the efforts of others
- ❖ trying their best at all times
- ❖ aware of the effect of their attitudes upon other children's self-esteem
- ❖ walking calmly around the schools, including in the cloakroom, toilets and when unsupervised
- ❖ respectful of equipment, other people's belongings, other children's work, displays, the school environment, including the toilets
- ❖ taking a pride in their work and the work of their class
- ❖ ready to greet visitors politely

- ❖ prepared to stand aside from a door for adults, children with mobility problems to let them pass
- ❖ responsible for their own belongings and for their own work and for tidying away class resources
- ❖ greeting people with a smile
- ❖ able to get on with work independently, engaging with the work and maintaining concentration. This does not mean 'learning on their own'. It is about an expectation and a classroom organisation to ensure that children will have strategies, attitudes and skills to get on with their work without needing constant supervision from a teacher or assistant. (eg looking up a word in the dictionary, getting equipment as needed). Teachers should refer to the section on Effective Teaching in the Staff Handbook.

Special expectations for a special time: assembly

- ❖ it is a special time for special behaviour
- ❖ it is a time for reflection i.e. thinking quietly
- ❖ respect for those who wish to pray and reflect even if you do not
- ❖ into the hall in silence
- ❖ listen to the music
- ❖ be prompt
- ❖ raise hands to contribute
- ❖ listening
- ❖ concentrating not fidgeting
- ❖ respect for the beliefs of those who lead the assembly
- ❖ prayer, reflection: even those who do not wish to pray must respect those who do: stillness and silence please
- ❖ in and out of hall calmly and sensibly
- ❖ children who are likely to misbehave should be seated away from each other or arranged to sit near the teacher

Children's behaviour which will not be allowed to go unchecked:

- ❖ aggression, physical or verbal
- ❖ disruption eg noisy, off-task chatter, interfering with others
- ❖ name-calling
- ❖ exclusion type activity eg I'm not playing with her
- ❖ rudeness
- ❖ bad language
- ❖ fighting, punching, kicking, nipping, pushing
- ❖ play fighting
- ❖ spitting
- ❖ disobedience
- ❖ defiance
- ❖ behaviour which disturbs the play of others
- ❖ calling out during carpet time
- ❖ remarks which denigrate the efforts of others
- ❖ remarks which may affect the self-esteem of children with physical disabilities or learning difficulties or children of other races and cultures.

The child should be told calmly that such behaviour is not acceptable because:

- ❖ it disturbs others
- ❖ it stops us from playing/working/learning
- ❖ it upsets others
- ❖ it makes others unhappy

❖ how would you feel if ...

If any child finds these expectations difficult then the headteacher and parents must be involved at an early stage. Behavioural problems may be the first signs of difficulties, which need to be addressed through the Special Educational Needs Policy. See Sanctions and Behaviour Management Strategies.

Expectations at playtime:

- ❖ no play fighting
- ❖ no martial arts
- ❖ no bad language
- ❖ no interference with other children's play

Please see detailed guidance about use of play equipment and other routines.

Small apparatus (**Huff & Puff**) will be provided for sensible use. Children will be responsible for its care and storage and consideration for others in its use.

End of play is signalled by a single whistle, which means stop, stand still and listen. Second whistle signals children back to class unless duty teacher or supervisor directs a class at a time. At play time duty teacher must alert rest of staff that the whistle is about to blow.

Playtimes and lunchtimes: *consistency of expectations:*

Fundamental principles:

Children have a right to play without being disturbed, belittled, abused.

Children have a right to be listened to.

Adults should never ignore a child reporting feelings of being excluded, bullied, put down, abused, belittled. Such reports should be listened to, investigated and dealt with, if necessary by involving senior members of staff. It is never acceptable to ignore a child who claims that they are being treated unfairly. Adults at this school never say "Don't tell tales." We encourage the idea that "if you've got a problem, you tell an adult and your concerns will be looked into and if necessary dealt with." At the same time, it is our responsibility to provide the tools for children to resolve their own conflicts by giving them the language and emotional skills to cope with socialising and dealing with disagreements. **It is important to resolve problems during playtime and lunchtime so that issues do not interfere with teaching & learning time.**

Supervising staff:

All staff should be clear about the area they are supervising, (or the individuals they are supervising). This information is on the break duties sheet for morning play. At lunchtime, DRAs clean inside or supervise outside on a rota basis and should be clear whether they are on the playground, play trail, playing field. The garden is not supervised at lunch time and is out of bounds at lunchtime. All staff, at morning play and at lunchtime, should work individually and should be walking around their designated area, interacting with the children. Part of the role of supervision is to monitor children who are not included, who are at risk of poor behaviour or who have raised concerns about being bullied. Supervisors need to move around to fulfil this role, sometimes organising games and activities, sometimes asking if children are happy, sometimes intervening in games or incidents that could lead to problems. Although there will be times that supervisors need to talk about an incident or an issue, it is not acceptable for supervisors to spend playtime or lunchtime talking together. The key

message is to anticipate and survey for the problem before it escalates: aim to intervene before children come to you with a problem!

The key purpose of all members of staff on duty at playtime or lunchtime is to prevent problems from spilling over into lesson time. The best way to do this is to inform class teachers about children who have behaved really well, rather than moan about those who have behaved badly. At the same time, poor behaviour must be tackled assertively and positively and consistently.

Positive language:

As all staff are aware, it really matters how we speak to children. Be positive. As you walk around tell children how well they are playing, how pleased you are to see them playing a nice game, sharing well and being happy. If children have a problem, thank them and praise them for telling you and encourage them to sort it out themselves by including a child, saying sorry or agreeing not to play with each other. The vast majority of children play happily with each other most playtimes and lunchtimes: do not allow the fact that a small minority of children find this unstructured time difficult to colour your attitude to all the children. Also, it is vital that you do not view some children as "problems" and others as "nice". Expect all children to behave according to our rules. Express disappointment in a child's behaviour even if you have had to speak to that child before. Do not give a dog a bad name. Do not even think "Well it's the usual children who cause the problem." If there are children you are concerned about, follow them, watch them, praise them when you see them playing well and intervene when you can see them about to create a problem. If a child has a problem stress the idea that they control their own actions. They are responsible for their own behaviour. They have choices. If they make the wrong choice, there is a consequence. The key thing here is consistency with all staff. All staff must treat incidents consistently. (more below) Wrong choice leads to a consequence. Night follows day. It is not the severity of the consequence that matters but its inevitability. When dealing with a dispute between two or more children, follow these guidelines: explain that you will listen to each child's point of view. Explain that you will not tolerate children interrupting other children. Explain that you expect the children to tell the truth even if they have done something wrong. Use the rewind technique: what else could you have done when so and so called you a rude name? If you had made that choice to tell a teacher, what would have happened? What will you do next time this happens? Remember: we never say that children are naughty. But we do say that what they have done is naughty/unacceptable/**breaks our charter**/does not happen at our school. Suggestions for dealing with difficult situations: "You are hurting That's not acceptable at our school. You know **our responsibility to** I am disappointed this behaviour/ that's not like you. If you choose to behave like that you know that it will mean..... (losing a play time/standing on the frog/going to see Mr F.) What could you have done differently?" (ie rewind the clock: I could have told a teacher when he called me..... I should have told you when he pushed me). Avoid phrases like: "Oh no not you again!" "How many times have I spoken to you?" Even if you feel like you are being dishonest say "I am disappointed in your behaviour." "That's not like you, you are normally such a kind boy." If you feel that a child has a problem your first step should be see how you can help them resolve it themselves. This might involve helping them to use more assertive language to prevent another child playing in a way which is upsetting them. It may involve getting the children to talk together to resolve their problem. It may involve re-winding the clock and asking the children what they could do themselves to help the situation get better. This approach will help children to see that it is they who can solve something rather than an adult. However, you need to use your judgement about when direct and immediate intervention by an adult is necessary. This depends upon the age of the child, the regularity of the occurrence, the severity of the problem, the extent to which the child is upset.

Where can children play:

We are incredibly fortunate with the facilities and space and different environments in the play areas. Remind the children of this. Using all the areas we have available increases the play opportunities we

provide for the children and reduces congestion and “space invasion”. The garden is for morning playtimes only. Access to the playing field and all grass areas is subject to the weather and seasons. Decisions about access to the grass need to be taken sometimes on a daily basis. We must be consistent about preventing the children from using the grass areas in the morning and at lunchtime. When the grass is out of bounds, insist that children stay off it completely: mud on shoes in the classrooms is a pain and damages the grass. Older children must only enter the Reception area by invitation by an adult. Children must not go over to the play trail area until they see a member of school staff supervising that area. The children must not go into the wild flower meadow/archaeological site without permission (eg to retrieve a ball). The children must not go into the front fenced area of the school unless they are getting a scooter or replacing a scooter. They must not go through the gate near Maiden Castle Road and the vehicle exit gate. They must not climb over the fence adjoining DTHS or the Poundbury estate without first asking permission. They must not go through the vehicle access gates without asking for permission. Only Year 4 children should be given such permission to retrieve a ball etc. As a matter of safety, children should not play near to any fences. The area behind the copse of trees in the western corner of the grounds is a popular area with the children but is difficult to supervise. When the children are allowed on the field this needs to be supervised so that the children are safe.

The garden (mornings only):

The purpose of allowing children to access the garden at playtime is to provide a different environment in which to enjoy their playtime. Children need to be told by classteachers that the garden is for children who want a quiet, reflective, calm playtime. There is no running in the garden. There is no shouting in the garden. It is not a place to play chasing or hiding and seeking. It is a place to enjoy looking at the plants and flowers and birds and the pond and all the creatures that also enjoy the garden. If children want a noisy playtime, they should not choose the garden: there are other areas for such activities. Children must stay on the designated paths at all times except for walking calmly around the pond, sitting on the log seats and walking quietly across the paving slabs right next to the pond. Children should not play, hide or explore behind the bushes. There is lots of wildlife in the garden. It is an oasis of trees and hedges for birds. The pond is a brilliant habitat for all sorts of water creatures. It is not acceptable for children to pick up any wild creature such as emergent frogs etc without specific permission of a member of staff. The children should not pick any plants without specific permission from a member of staff. Reception children are not allowed in the garden until the summer term. Children who go too close to the pond and ignore a warning from a member of staff should be directed to leave the garden immediately. Any child who does not follow the expectations above should be told to leave the garden and reminded that it is a special place for children who want to be quiet and calm and reflective.

Playtrail and playship:

The children should be encouraged to use the playtrail for imaginative and physical games. Each activity has a direction of movement. Children should not spoil other children's enjoyment by their behaviour. The children should be reminded that these safety rules apply after school when they are with their parents as well as during the school day. The slide is a new addition to play equipment, the supervising adult will make the decision whether it is safe or not to use depending on weather. One at a time on the slide, lining up and taking turns to use.

Duchy base:

Children should not play under the ramps of Duchy Base and should not play further down the path than the gate into the enclosed front area of the school. When the grass is out of bounds this includes the area next to Duchy Base and children should stay on the concrete at all times.

Semi-circle of stones:

Children are allowed to sit on these stones but not to run and jump on them.

Steep slope near to the soft play room in the Pre-School Centre:

This is out of bounds at all times of the year. Children are not allowed to climb over the fences into the Pre-School Centre play areas.

Safety signals:

All staff and children need to be aware of the emergency signal at play times. If a member of staff becomes aware of a danger in the school grounds, they should blow three rapid whistles. This is a sign for all children who hear the whistles to gather around the nearest adult. It is the responsibility of that adult to make a decision about the appropriate course of action. The playground alarm system may need to be activated to get additional help. All staff need to be provided with a whistle to take out on duty. On days when there is a fire drill, teachers on duty should arrange to have a practice of this emergency system.

Playground markings:

It is the responsibility of classteachers to occasionally use PE lessons to introduce a game that could be played at playtime, perhaps using the playground markings.

Consequence/sanctions:

Supervising staff need to be aware of the school's rules as they affect playtime: the following behaviours are unacceptable:

Bad language/swearing: this leads to standing on the frog

Disobedience eg going on grass when reminded not to: this leads to standing on the frog

Violence: Hitting, kicking, pushing: sent to a senior member of staff. NB ensure that all children involved in such behaviour receive the consequence: sometimes the child who reacts to violence receives a sanction, the person who started it gets away with it.

Name calling. Put downs: this leads to standing on the frog. However, if this is part of a pattern of behaviour it may require sending the child to a senior member of staff.

Most problems arise from children not being able to get on with each other. This is a new phenomenon due to children being given less freedom and responsibility outside the home and hence reduced opportunities for social interaction. Most difficulties arise from groups of friends who cannot resolve difficulties through language. Our role therefore is to give them the assertive language they need to resolve disputes:

"I don't want to play this game. Can we stop because it's upsetting me."

"You are hurting (upsetting) me. I want to be your friend, but I don't want to play this game."

“You are being unkind to Please stop.”

Children should always be encouraged to find ways of resolving disputes through language rather than violence. See section above on Positive Language.

This school does not agree with the idea that “sticks and stones may break my bones, but words will never hurt me.” Words hurt and wound children for life: put downs, name calling, are not to be ignored. This is particularly the case for children with special needs, physical disabilities, children from ethnic minorities, traveller background. Staff are urged to look into any reactions these children may make to other children's put downs, or indeed to the wider society's response. How would you feel if you had been abused in the street for the colour of your skin or your religion or had your caravan torched ?

Football/PE equipment:

The current situation is that when the grass is out of bounds then a playground rota comes into force. Each year group gets an opportunity to play football on the tarmac next to the Pre-school building. No equipment should be taken from the PE store; balls need to be brought in from home. The field is divided into four areas to allow different age groups to play (Yr 1, 2 and Yr 3, 4).

Gender issues:

It is too easy to see boys as a problem at playtime/lunchtime. This can lead to ignoring girls' poor behaviour particularly when this is about verbal putdowns rather than the more “in your face” misbehaviour of boys. We must be consistent about dealing with all behaviour that disrupts children's play. Do you find it easier to say “I'm very surprised about your behaviour/I'm very disappointed with your behaviour/ this isn't like you” to a girl than to a boy? Why is that? If most of our problems are with boys can we use phrases that spring naturally to our lips with girls when we deal with behaviour issues with boys?

End of playtime:

In morning playtime the teacher on playground duty always sends a child to the staffroom to alert staff that the end of playtime is imminent. In lunchtime play the end of lunch play is always promptly at 1.30 pm. At the end of playtime we want to achieve a calm transition from playtime to classtime. The first whistle is to alert the children that it is the end of playtime: they should stop their play and stand still ready for the next whistle. There is no point in delaying the second whistle until every child is motionless: the key idea is: are they ready to go into class calmly? Teachers must be ready to receive their classes lining up. We cannot expect the children to be standing calmly outside for several minutes under the supervision of DRAs and other staff in the playground whilst waiting for teachers to receive them into class. It is the role of the class teacher to be waiting at the doors to assist playtime/lunchtime staff and to ensure that the children are only waiting momentarily.

Accidents/injuries:

Staff on duty need to make a decision according to age/extent of injury as to whether to send a child in for treatment with another child, an older child or with a member of staff. In particular, reception children who are hurt probably need to be accompanied by an adult. Help needs to be called in for if an area is left unsupervised. Don't forget that an accident/injury may need a 'bump note' to inform parents. If in doubt issue a note.

Conclusion:

We need to remember that the vast majority of children go through their entire time at playtime without any problems. Even children who do have problems mostly enjoy playtimes and do not cause difficulties every playtime. It is important to remember to be positive in our attitudes. Enjoy playtimes and look forward to them. They are very lucky in the environment they can enjoy.

Guidance for lunchtime supervisors

Praise good behaviour

Deal with unacceptable behaviour calmly and caringly: imagine it is your child you are talking to. Even a child who has done something wrong will be sensitive: treat the child with sensitivity.

Do not hesitate to involve, inform and use the senior supervisor, teachers and headteacher. We work together in a partnership to create a calm, happy, friendly and disciplined environment. Do not ever feel that you are bothering the teacher or that they will feel that you cannot cope.

Expect to be treated politely and with courtesy by children and other staff.

Treat children with respect. Radiate confidence, firm authority and friendliness.

Play games with the children.

Talk with them.

Take an interest in them.

Praise good behaviour wherever and whenever you see it.

Refer exceptionally good behaviour to the classteacher.

Give out stickers for good behaviour lavishly.

Never give a dog a bad name: act on the assumption that even the most difficult child is your son/daughter: catch them being good. Consider that their behaviour is all about their poor self-esteem and that you must respond in ways to criticise the behaviour not the child.

Encourage sensible use of the play equipment provided.

Children should be encouraged to use the toilets at lunchtimes and playtimes but should ask permission.

Children need a teacher's permission to stay indoors at lunchtimes eg illness, library monitors, behaviour sanction.

Whilst eating:

Help children with cutting apples, opening packages, pouring drinks, serve with water, etc.

Insist upon politeness and good manners ie please and thank you, reasonable mouthfuls, chewing properly.

Lunch is a social occasion and quiet levels of conversation are acceptable: shouting to other tables and talking with mouth full are not acceptable.

Children should be encouraged to sit up to the table.

According to age and ability children are expected to use utensils properly and to use lunchboxes as a plate.

Spillages should be kept to a minimum, especially by expecting children to sit up to tables properly.

Children should be encouraged to concentrate and not to rush and should be expected to tidy up any mess themselves.

A prayer of grace is expected either before or after the children have eaten. **Children who do not wish to participate should not be forced, but are expected to respect others by sitting quietly during the Grace.**

Children must not be dismissed to the playground until 1.00p.m.

Early finishers must wait quietly and sensibly until this time.

Sufficient time must be given to children to finish their food: they should be encouraged to eat as much as possible, but they should not be forced. Slow, reluctant and fussy eaters must be dealt with sensitively and kindly.

A smile and a kind word are much better ways of achieving a calm atmosphere whilst eating or in the playground, than a shout.

Some gender issues for all staff

Challenge stereotyping:

- ❖ boys and girls are not lined up separately
- ❖ avoid comments like *'I need two strong boys', 'Boys will be boys', 'I don't expect that sort of behaviour from a girl'.*
- ❖ derogatory comments about another pupil being "gay" should be challenged in the following age appropriate way. *"You are using that word in a way to hurt someone's feelings. That is not acceptable. Using the word "gay" to mean that something or someone is rubbish is wrong."*
- ❖ children picking on others for not behaving like a 'typical girl' or a 'typical boy' also needs to be challenged

All staff need to ensure that they are familiar with the school's Single Equality Policy and our policy for Equal Opportunities in all aspects of the curriculum.

Our approach to bullying

The Education Act 2011 sets out requirements for all schools to prevent all forms of bullying.

These arrangements should be regularly shared with all staff, pupils and parents.

WHAT IS BULLYING?

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text message or via the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”

Every school has instances of behaviour which upsets, disturbs, disrupts and denigrates other children. Any behaviour which affects the learning or attitudes to school of any other pupil is BULLYING. At first school this can include behaviour where the child is not really aware that his/her behaviour is causing any distress.

Our approach will be based upon the ideas outlined above.

There will be a positive response to bullying. Bullying is a serious issue. It cannot be ignored. Bullying must be addressed. Bullies must have the consequences of their behaviour pointed out to them at an early stage.

Bullying can take the following forms:

- ❖ verbal abuse
- ❖ verbal belittling
- ❖ physical threats
- ❖ physical assault
- ❖ exclusion
- ❖ gangs which exclude and isolate
- ❖ racial abuse
- ❖ homophobic abuse
- ❖ cyber-bullying

It is especially important to be aware of the form of bullying which belittles and denigrates academic achievement.

Most unfortunate behaviour at first school, which parents might see as Bullying, is actually about children coming to terms with playing and working together. The child accused of bullying may have a totally different view of the ‘game’. These incidents need to be addressed just as seriously as they affect other children’s attitudes to school. However, a balance needs to be struck between the need to investigate incidents at lunch and play times and the need to get on with teaching and learning. Children need to be taught how to communicate very clearly their views about a situation (eg ‘Look I don’t like this game, please stop it’, or ‘You are upsetting me, please stop it’ or ‘I don’t like this game;

if you don't stop it I will tell an adult') and also that they must tell an adult ***immediately***. It is no good the child who has been upset waiting 25 minutes to tell the classteacher: this disrupts learning and teaching and does not address the problem. Children need to be encouraged to tell an adult at the time of the problem. **The adult then needs to act upon this child's concern seriously and immediately, if necessary by calling upon a senior member of staff at the time. It is essential that problems at play time and lunchtime are dealt with at play time and lunchtime: they must not be allowed to intrude upon teaching and learning time.**

Approaches:

- ❖ never tell children not to tell tales
- ❖ encourage children to talk about things if they are upset
- ❖ talk with the victim: encourage them to talk about it, to tell, to be assertive towards the bully without resorting to violence.
- ❖ find out both sides of the argument: do not jump to conclusions.
- ❖ talk with the bully: do not shout or threaten but explain:
 - Victim's feelings
 - How would you feel?
 - Consequences of actions (see Sanctions)**
 - Dig out motives
- ❖ **aim to get the bully to realise that what they have done is wrong**, but they can change their behaviour.
- ❖ encourage a genuine apology ('I am sorry for what I did and I will try not to do it again').
- ❖ involve headteacher so that serious incidents can be immediately shared with parents

All incidents of behaviour that are treated as Bullying or could be perceived by a parent as Bullying, must be recorded in the Behaviour Incident Book.

Our expectations of parental support for this policy

Our whole approach to good behaviour is based upon a partnership with parents. Parents will always be informed if we have any concerns about their child's behaviour so that we can work on it together. The school expects parents to be fully supportive of the school's approach to good discipline: this means **reinforcing the Classroom Charters**, encouraging children to behave well and supporting the school when standards of behaviour are deemed unacceptable. We expect that parents will back up any use of sanctions in the knowledge that our approach is always fair, consistent and based upon respect for the child. It is the behaviour we criticise not the child. If parents do not support the school's approach to discipline or use of sanctions for their child, then the whole notion of partnership is in jeopardy and it may even be necessary for parents to consider whether this is the right school for their child. See Home/School Agreement **which the government now requires schools to ask parents to sign**.

Rewards

Our approach to positive behaviour is based upon the use of praise and rewards and this needs to be organised in a systematic way.

New Praise and reward systems have just been introduced (January 2012) for good work, and positive behaviour. See Guidelines for new Certificates.

Sanctions and behaviour management strategies

The Education Act 2011 sets out new powers and expectations for ensuring good behaviour in schools.

All staff have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

All staff can impose punishments as specified below leading up to permanent exclusion.

Staff have a right to search pupils.

Staff have a right to use “reasonable force” to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. (see Section below on Use of Reasonable Force)

The Education Act 2011 clearly sets out an expectation that parents have a role in making sure their child is well-behaved at school.

There will always be children who find high expectations difficult. Remember that it is the behaviour which is naughty, not the child. There must be consistent application of sanctions to reinforce our positive approach.

- ❖ teacher disapproval
- ❖ headteacher referral
- ❖ limited removal from class (very short period, 1 minute rising to 5 minutes for Year 4) “when you are ready to join in properly you can come back in”
- ❖ retention at lunchtime/playtime to complete work if behaviour has disrupted attention
- ❖ withdrawal of a play period
- ❖ withdrawal of right to attend club
- ❖ discussion with parents
- ❖ removal of child from school at lunchtime
- ❖ removal of child from music tuition group if there is misbehaviour on more than one occasion a term (fees will be repaid).
- ❖ withdrawal of privilege to attend a visitor event or trip out if behaviour would be an unacceptable risk (this must be recorded through a Risk Assessment).

Please note section below about Behaviour Incident Books for recording use of these sanctions.

Please note sanctions that are not acceptable:

- ❖ physical admonishment: please note that staff open themselves to disciplinary and/or criminal proceedings if this is used. But ... see section on Use of Force to Restrain Pupils.
- ❖ withdrawal of a particular lesson e.g. PE
- ❖ punishment of a whole group for the behaviour of an individual or a group
- ❖ punishment which belittles, demeans or bullies
- ❖ lines or extra work (we do not want children to see work as a punishment)
- ❖ although detention of pupils after school is legal (previously giving 24 hours notice, but now no longer requiring parental consent or notice), it is the policy of the school that this sanction will not be used

Incidents involving violence and extreme rudeness and stealing must be passed on to parents. The headteacher must be involved.

Bullying which is not just an isolated incident must involve the parents and withdrawal of playtimes/lunchtimes for a week.

Please see section on Exclusions

Most problems involve repetition of minor disruptive behaviour eg calling out, constant fidgeting, inattention, interfering with classmates, lack of co-operation, failure to follow instructions immediately, slow speed of settling to tasks. These problems are more difficult to deal with. Class teachers will need to make a decision at which point parents need to be involved. The following strategies for improving behaviour may also need to be employed. The headteacher should be aware of all children for whom such strategies are being used, as should parents. Children for whom such strategies are necessary should certainly be on the Code of Practice at School Action and have Individual Education Plans, which address their behaviour. IEPs may be replaced by use of any of the strategies suggested below. Parents certainly need to know of these targets and to approve of our approach. **We now need to use the Behaviour Incident Books to record the frequency of these behaviours to be able to assess next steps.**

See Procedures for Children with Emotional/Behavioural Problems.

These procedures must be followed before accessing the Behaviour Support Teacher/Assistant employed by DASP.

Behaviour improvement strategies:

We should not use public displays of negative sanctions such as “Black Clouds” which are sometimes recommended by Jenny Mosley.

Please remember that most children with behaviour problems have problems of self-esteem and this should be taken into account in our approaches:

- provide regular and consistent feedback
- catch them being good
- learn to spot the moment before they misbehave and re-direct their attention, eg by giving them a responsible job
- praise them for good work and let parents know
- ask the headteacher to write a letter praising the child's behaviour to send home
- give whole group rewards for one individual's behaviour
- make sure work leads to success
- involve the child in routines: such children need to know what is going to be happening and this will help them to think ahead
- find ways to avoid difficult moments, eg if tidying away is a potentially difficult time, give the child a job which takes them out of the room
- encourage other children to tell good tales about the child
- use explicit language: “I am very happy with you because ...”
 “I am not pleased with you because ...”
 “That wasn't kind: you're normally a kind boy”
- make sure that assistants are also involved in praising and the consistent approaches, and are treated with the same respect as teachers
- use PSE times to explore issues of co-operation, friendship, exclusion, playing well together: provide children with the language of compromise, negotiation, conciliation and assertiveness. Language will then be used to communicate rather than aggression or exclusion
- keep lunchtime supervisors informed; ask them to focus on the positive
- try to let children know in advance of any changes in routines, eg a supply teacher in class tomorrow.
- aim to avoid confrontation: sometimes it is necessary to find flexible ways to be positive with a child and to make exceptions in extreme circumstances.

Logs of behaviour incidents

From February 2012, all incidents of misbehaviour, either in the classroom or in the playground, that merit use of any of the sanctions and strategies mentioned above, despite the consistent application of positive behaviour management strategies, must be recorded in the Behaviour Incident Books.

Exclusions

Exclusion in our school will always be extremely rare because of the consistent application of the policies above. However, the school does need to have the use of exclusions as a final sanction where the welfare of other pupils and staff is put at risk by unacceptable behaviour.

1. The Law and Procedures

Set out clearly in Dfes/0087/2003.

2. Our School's Policy

Exclusions will only be considered at our school as a last resort when other strategies have been exhausted. Examples of behaviour which may lead to consideration of exclusion are:

- violence or aggression to staff or children which does not improve with other strategies below
- persistent bullying which is causing other children distress where other strategies have failed to improve the situation
- persistent behaviour which continuously disrupts and disturbs the learning of others and which has not been improved by use of strategies below over a period of time
- harassment of other children on the basis of their abilities, disabilities, race etc which has not been improved by the use of the strategies below over a period of time
- deliberate damage to property, including children's work.

3. Procedure

Before exclusion is implemented, various strategies, including the involvement of parents, must have been used and exhausted. The school will consider the extent to which it can rely on the support of the parents of the child concerned. The supportive and positive response of parents to incidents is crucial.

Where the school experiences problems with a child's behaviour of the kind set out in the list of examples at paragraph 2 above, the child's class teacher will consult with the headteacher or deputy headteacher. The Procedures for Dealing with Emotional/Behavioural Difficulties will be followed. The support of DASP Behaviour Support Teachers will be enlisted. If after this support, the problem persists a Serious Behaviour File will be opened which sets out clearly:

- the behaviour to be improved and priorities to be addressed
- the rewards for improvement
- the consequences if it continues
- a way of recording the frequency of incidents (eg ABC chart, Log etc.)
- who is involved
- how parents have been informed

Within seven days of the decision to open a Serious Behaviour File a letter will be sent by the school to the child's parents or carer containing the following information:

- advising that a Serious Behaviour File has been opened
- identifying the behaviour to be improved
- setting out the consequences if the behaviour continues, including the possibility of exclusion
- inviting them to a meeting to discuss the contents of the file
- advising them that they will be informed of their child's progress on at least a weekly basis for the period the file is open
- that once a child's behaviour is improved the file will be closed and this will be confirmed in writing.

SUMMARY EXCLUSION

In very rare and serious cases a child's behaviour may put other pupils and staff at immediate risk of harm. In such cases it will be necessary to exclude a pupil for one day without prior notice. In most cases, however, we would hope that a strongly worded letter to parents explaining the behaviour, its unacceptability and consequences of any repetition will be a more productive approach.

Only the headteacher or deputy headteacher has the power to exclude a pupil. Parents will be informed immediately by telephone or by letter of the decision to exclude the child and a meeting will be organised to discuss the situation.

Each of these cases should be judged on its merits; staff must ensure that they are fully aware of the facts, by taking written statements, before acting.

Step by Step approach

1. Normal reward/sanction system
2. Consideration about whether this misbehaviour warrants recording in the Behaviour Incident Book
3. Use of sanctions – Parents involved when an individual does not immediately respond and is appearing in the Behaviour Incident Book more than twice in a fortnight.
4. Use of Procedures for Dealing with Emotional/Behaviour Difficulties. Assessment.
IEPs – Parents involved.
5. Referral to DASP Behaviour Support. Parents involved.
6. IEPs based on advice from 4. Parents involved.
7. Serious Behaviour File opened. Parents involved.
8. Improvement or Exclusion.

The Use of Force to Restrain Pupils

See circular attached "Use of Reasonable Force: advice for headteachers, staff and governing bodies." This replaces "The use of force to control and restrain pupils-Guidance for schools in England."

This Guidance explains:

What is reasonable force?

Who can use reasonable force?

When can reasonable force be used?

In our school, this guidance needs to be read alongside our Code of Conduct which is specific about what type of physical contact between adults and children is deemed acceptable and unacceptable.

When might it be acceptable for a member of staff to use “Reasonable force” at our school?

- to separate children found fighting
- to remove a disruptive or emotionally upset child from a classroom when other strategies have failed
- to prevent a child putting themselves in danger, for example, when crossing a road

Staff need to be sure that they feel able to restrain, control or remove a child without hurting the child or themselves.

ALL incidents of “Use of Reasonable Force” must be logged in the new Behaviour Incident Books which are kept in the school office, one for each class. This Incident Book will follow a cohort through the school.

This would include occasions where a member of staff has deemed it necessary to remove a child from a situation by holding their hand and leading them away.

Please refer to the School’s Policy for “Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies”

Behaviour Incident Books (one for each class)

These Incident Books will follow a cohort through the school but are kept in the school office.

They are to be used to report all incidents of:

1. Bullying
2. Use of reasonable force
3. Misbehaviour in class or playground or on a school trip

Bullying

Date				
Name of child involved				
Type of bullying incident eg racist				
Other children involved including victim(s) of bullying				
Adult dealing with the incident				
Description of the incident				
Referral to senior staff?				
Action taken / parents informed?				

Use of reasonable force

Date				
Name of child involved				
Where did this happen?				
What strategies were used before use of force?				
Adult dealing with the incident				
Description of the incident				
Other adult witnesses				
Comments from senior staff				
How have parents been informed?				

Misbehaviour

Date				
Name of child involved				
Where did this happen?				
What positive behaviour management strategies were used prior to this sanction?				
Adult dealing with the incident				
Description of the incident				
Other adult witnesses				
Comments from senior staff				
How have parents been informed?				