

GOOD BEHAVIOUR POLICY



PARENTS BOOKLET

Dear Parents

This booklet was written for parents in line with our Policy for Good Behaviour (2008).

Bullying is an issue that worries many parents and by promoting **Good Behaviour** we aim to prevent it.

If there is anything you feel you wish to discuss further please contact me. We are all keen to work with parents to support their child.

Yours sincerely

Barbara Rolison

Mrs BS Rolison
Headteacher



Encouraging Good Behaviour at Portway Infant School

Parents Booklet

Introduction

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Caring About Good Behaviour At Portway Infant School

Portway is a happy lively caring community. We encourage all children to be responsible for their own behaviour using the Rights Respects and Responsibility (RRR) curriculum. We recognise the rights of everyone to feel safe, valued to be listened to, respected and included as is high-lighted in the UN Convention For The Rights of Child. We place great emphasis on developing supportive relationships and a sense of community in everything we do. We consider teaching behaviour as important as teaching any curriculum area and endeavour to provide a structure within which children can develop emotional health and a sense of responsibility.

1. Aims

At Portway Infant School it is our aim that children will

- enjoy school, attend regularly and develop a love of learning
- be encouraged to reach their potential academically, aesthetically, spiritually, physically and emotionally
- develop sensitivity, tolerance and understanding of others regardless of race, creed, gender or disability.
- learn how to take responsibility for their own actions using choice and consequence
- derive satisfaction from a sense of achievement, leading to self-motivation and high self esteem
- behave well towards each other, learning to compromise and to adopt non-aggressive attitudes.
- develop a clear sense of right and wrong in preparation for their future lives
- develop citizenship skills and become aware of their place in the wider community, through visits and visitors



2. Right Choices

At Portway the children have developed their own good behaviour ethos using The Rights, Respects and Responsibilities stated in the UN convention for the Rights of the Child.

My Right Choices

Respecting each others choices

Enjoyable play in class and outside

Share our ideas and be listened to by others

Polite manners always, saying please and thank you

Equipment that we take care of.

Co-operating with friends by being kind and helpful

Try our best!

We expect everyone including all adults and children in school to co-operate with these choices. We wish parents to support the school's policy as part of our home/school partnership.

Children watch how people treat each other and need to see positive examples of good behaviour. Children learn by example and experience and they will copy behaviour at home and at school.

We believe that the management of behaviour must be **positive** and we will actively promote this and encourage everyone in school and parents to achieve our aims.

3. How we encourage

At Portway Infant School we **praise good behaviour** so that all the children around know that we are pleased.

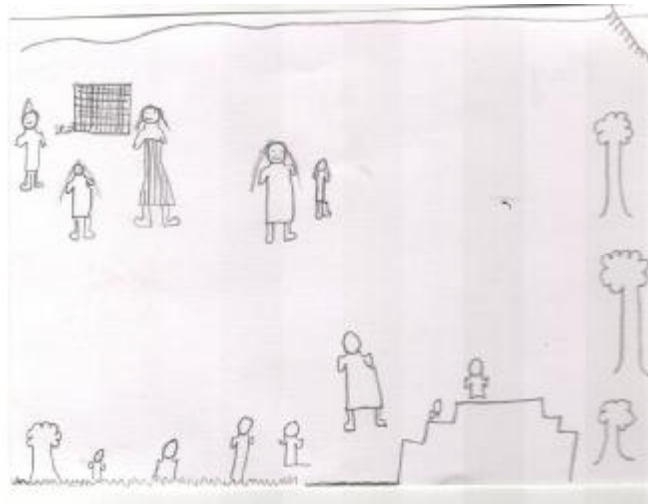
All members of staff have reward stickers and certificates so we can promote and reward good behaviour. Staff are encouraged to send children who have behaved well to the Deputy Headteacher or Headteacher. **Children whose behaviour has been improving are similarly praised.**

Whenever children have behaved well they will be praised in front of others so that they become the 'model for good behaviour'. We would hope that parents would adopt similar approaches at home to give the child consistent messages.

On Friday we have a "Celebration Assembly" where children are praised for good behaviour, kindness, being polite or trying hard to achieve a target. They receive a special sticker.

Article 12 of the UN convention for the Rights of the Child states that children have the right to give their own opinion and to be listened to by adults this is something we strongly uphold at Portway Infant School.

We aim to build excellent relationships and foster trust so that every child feels he/she can talk to us if they have a problem. We try to make sure that children know it is more grown up and **not naughty to tell the truth** so that they are taking responsibility for their own behaviour.



4. Poor Behaviour

Children are usually sociable but they are not perfect. Younger children want to have their own way and may be cross, or refuse to co-operate if they can't have it. They also need to learn how to make friendships and "falling out" and "making up" are part of this process. Usually children resolve these problems for themselves and it is better if the adults observing **do not get involved**.

However some children need more support to help to learn how to behave acceptably. We always make sure the child understands it is **their behaviour** we disapprove of and **not the child**.

It is vital that we try to reprimand poor behaviour without drawing attention to the child. This attention may reinforce the negative behaviour.

- Take the child to one side and speak so that only they can hear.
- Keep it short and state what they **should** do. Reinforce the rule.
- Have eye contact with the child.
- If a sanction will be used state what it is.

5. Bullying and Unacceptable Behaviour

Using the RRR curriculum children learn through the articles of the UN Convention of the Rights of the Child to co-operate, participate and celebrate diversity. Through this approach the incidents of bullying and poor behaviour are rare but not eliminated. An explanation of bullying is high-lighted below.

What is Bullying?

Bullying is when one person or a group **deliberately and repeatedly** set out to hurt, threaten, frighten or intimidate someone else.

Bullies know that what they are doing is unacceptable, so they do not do it when someone who would stop it is near them. They make sure their victims are afraid to tell.

Unacceptable Behaviour

We do not tolerate:

- spitting, biting, kicking, punching or other physical abuse
- verbal abuse, including name calling, swearing, foul language or racist remarks
- rudeness, refusal to obey an adult or behaviour that disrupts learning.

Strategies for Change

We will endeavour to establish the root cause of any unacceptable behaviour and to use RRR/ PHSE Curriculum and behaviour strategies to support change.

6. Sanctions

Sanctions may be necessary to show that behaviour is unacceptable and must change.

Children usually respond to approval and then behaviour can be managed by praise. A child who behaves badly needs support and we deal with this by investing time with the child in order to discover what problem he/she is trying to solve. When a sanction needs to be used the consequence should be:

- § related to the disruptive behaviour
- § reasonable
- § respectful
- § make the child aware of choice and consequence
- § change the behaviour

Where a sanction needs to be used it is very important to repair the relationship with the child to enable the child to have a fresh start. Parents will be informed tactfully, avoiding blame statements, so that positive home/school strategies can be used.

Procedures to be used within the classroom

1. Use choice and consequence statements so child has a chance to change.
2. Move child to sit and work alone.
3. Keep child behind to have a talk with the teacher or Learning Support Assistant to try to discover what the problem is.
4. Send child to work in another class with a supportive teacher for fifteen minutes. Have a longer, more detailed talk with the child to see if future problems can be avoided. How can the teacher or LSA help?
5. The teacher may decide to use 'circle time' to reinforce how to behave or to discuss issues with the class in a non-threatening way. Article 37 of the UN convention for the Rights of the Child explains that children should not have their behaviour addressed in a way that will humiliate them. At Portway this is something we strongly agree with therefore we often use 'circle-time' where the children and the teacher sit in a circle and everyone has an equal chance to speak in turn about a situation and how it might be resolved.

Sanctions to be used within the playground

1. Take the child to one side and deal **quietly** but firmly, listen to the child and explain and reinforce the code. This is usually enough.
2. Ask the child to walk with an adult or sit in a quiet place for a few minutes. We call this **time out**.

More serious sanctions

- The child may have a privilege withdrawn e.g. a playtime.
- The class teacher may feel it appropriate to involve the parents in a discussion to find a solution to the difficulty. This may be a telephone call or a meeting in school.
- The Deputy Headteacher, Special Needs Co-ordinator, and ultimately the Headteacher may be involved.

If a child persistently misbehaves at lunchtime the Headteacher may suggest to the parents that the child would cope better at home until a plan for improvement is put in place.

Further measures

If procedures are not supporting the child and their behaviour is not improving, other professionals employed by the Local Education Authority maybe involved.

The Educational Welfare Officer (EWO), Educational Psychologist or Behaviour Support Team (BST) may be asked to advise. Behaviour targets will be set and reviewed in discussion with the parents.

In **extreme** cases the Headteacher has the authority to exclude the child for one or more days (parents have 24 hours notice) whilst a solution is sought. County procedures are followed.



7. Reporting of Poor Behaviour Step-by-step

Step 1

Minor incidents in the classroom or at playtime will be dealt with swiftly and quietly by the Learning Support Assistant (LSA), Supervisory Assistant (SA) or teacher. The poor behaviour will be discussed with the child and they will be told it is not to happen again.

Step 2

A further occurrence will result in strategies being used e.g. holding hands with an adult in the playground, or being moved to sit alone in the classroom.

Step 3

Repeated poor behaviour will lead to the teacher withdrawing a playtime or removing the child for 'time out' for a short period (a few minutes). Then the teacher will have a longer more detailed talk with the child to see if future problems can be avoided. The parents will be informally alerted to the situation by a telephone call or a quiet word when collecting the child.

Step 4

If these strategies fail, and if the poor behaviour persists the child will visit the Deputy Headteacher (DHT for a discussion about their behaviour). A behaviour tracking sheet or an Individual Behaviour Management plan will be written.

Step 5

Further incidents will result in the Headteacher (HT) being informed. If a child is reported in this way more than twice in a term the Headteacher (HT) will discuss the situation formally with the parents so that an action plan can be drawn up and agreed.

Step 6

When there are continual problems over time in the classroom or at playtime the SENCO and other Senior Managers may be involved, parents will be consulted and a referral to other agencies e.g. Educational Psychologist, Educational Welfare Officer, Behaviour Support Team. Social Services will be discussed and implemented.

Exclusion of pupils

The decision to exclude a pupil will be taken only:

- a) in response to serious breaches of the school's behaviour policy; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Headteacher (or, in the absence of the Headteacher, the most senior teacher who is acting in that role) can exclude a pupil.

There are two types of exclusion: **fixed period** and **permanent**. The former is limited to a total of 45 days in any one academic year for an individual pupil and is split, procedurally, into:

- fixed period exclusions of 5 days and under;
- fixed period exclusions of between 6 and 15 days;
- fixed period exclusions of 16 days and over.

Exclusion of a child will be considered for the following reasons:

✓ **Physical assault against pupil**

Includes:

- fighting
- violent behaviour
- wounding
- obstruction and jostling

✓ **Physical assault against adult**

Includes:

- violent behaviour
- wounding
- obstruction and jostling

✓ **Verbal abuse/threatening behaviour against pupil**

Includes:

- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

✓ **Verbal abuse/threatening behaviour against adult**

Includes:

- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

✓ **Physical assault**

Includes:

- violent behaviour
- wounding
- obstruction and jostling

✓ **Bullying**

Includes:

- verbal
- physical
- homophobic bullying
- racist bullying

✓ **Racist abuse**

Includes:

- racist taunting and harassment
- derogatory racist statements
- swearing that can be attributed to racist characteristics
- racist bullying
- racist graffiti

✓ **Sexual misconduct**

Includes:

- sexual abuse
- sexual assault
- sexual harassment
- lewd behaviour
- sexual bullying
- sexual graffiti

✓ **Drug and alcohol related**

Includes:

- possession of illegal drugs
- inappropriate use of prescribed drugs
- drug dealing
- smoking
- alcohol abuse
- substance abuse

✓ **Damage**

Includes damage to school or personal property belonging to any member of the school community:

- vandalism
- arson
- graffiti

✓ Theft

Includes:

- stealing school property
- stealing personal property (pupil or adult)
- stealing from local shops on a school outing
- selling and dealing in stolen property

✓ Persistent disruptive behaviour

Includes:

- challenging behaviour
- disobedience
- persistent violation of school rules

✓ Other

Includes incidents which are not covered by the categories above but this category should be used sparingly.

Following an exclusion parents will be expected to meet with the Headteacher, Class Teacher, SENCO and any other relevant person (eg. Behaviour Support Team worker) to draw up a strategy for reintegration in order to support the child's return to school.



Conclusion

Please remember our door is open. It is much better to contact the school if you believe that there is a problem. If we don't know, we can't help.

Please speak to the class teacher first, she will be able to advise you and to find out about any situation which may concern you.

It may take time to sort out a problem and you may believe the *school is doing nothing*. Please contact a teacher, the Deputy Headteacher or the Headteacher if you are concerned. For reasons of confidentiality we may not be able to say much, but should be able to report on progress.

Your support is essential.

We believe you want all the children at Portway Infant School to behave well.

If we can work together to promote positive behaviour our children will flourish.

If you would like to read our complete policy please ask at the School office to see a copy or look at our website www.portwayinfants.co.uk