

Paisley Primary School - Behaviour Policy

"We consider the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishment within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction".

The Elton Report

We encourage all our children to behave well and to take responsibility for their own actions. We believe that a high standard of behaviour facilitates effective teaching and learning.

We therefore encourage all our children to develop a sense of respect for other people, for property and the environment. We expect our children to develop a sense of right and wrong, tolerance and compassion and see the need for honesty, self respect and self discipline. The aims of the policy are as follows:

To create an environment which enhances and promotes academic and social development and raises the self esteem of the pupil:

- To provide children with a sense of respect for others and an understanding of the need for honesty and tolerance.
- To enable the teacher to teach without distraction or disruption.
- To provide a calm and positive learning environment.
- To ensure all adults in the school are good role models to the children.
- To provide a system for the pupils which is clear, fair and consistent and will help to motivate and encourage them.
- To provide children with clear choices.
- To inform and fully involve and support parents.
- To involve the wider community and businesses.
- To encourage positive behaviour patterns, self-discipline and good citizenship.
- To encourage a sense of right and wrong.

The White Paper 'Excellence in School' (July 1997) highlighted the success of Assertive Discipline. 'We shall ensure wider knowledge of the benefits which schools have gained from the careful introduction of "assertive discipline". This involves the whole school in a concerted effort to improve maximum discipline through a carefully understood behaviour framework, emphasising positive encouragement as well as clear sanctions". This was updated in January, 2004 by school based INSET. All staff, including lunchtime supervisors, site manager, kitchen staff and governors were invited to attend.

To enable us to achieve a high standard of behaviour throughout the school all staff undertook a 6 weeks Assertive Discipline course in April, 1993.

After the implementation of Assertive Discipline policy the following effects were observed:

- There is a more relaxed atmosphere in the school. Teachers are able to concentrate on the planning and implementation of the curriculum;
- There has been a considerable reduction in the amount of physical aggression in the children;
- The children enjoy receiving rewards for good behaviour;
- Visitors to the school have commented on the positive behaviour of the children;
- The parents have been fully involved and very supportive of the policy;
- Supply teachers welcome the support this policy provides;

Rules Rewards and Sanctions

“Children should never be left with any doubt as to what is and what is not acceptable behaviour. A lack of firmness and clarity does no service to children”

The Elton Report (p66)

“Punishments should make the distinction between minor and more serious misbehaviour clear to pupils, and should be fairly and consistently applied”

The Elton Report (p13)

Throughout the school clear rules and expected behaviour are made clear. Children are provided with consistent positive encouragement when they do behave. Children who choose to break the rules follow a series of consequences.

Each class teacher is expected to display clear rules which reflect expected behaviour. The class teacher is expected to refer regularly to the rules. Alongside the rules should be displayed a hierarchy of sanctions. The children are taught the rules and sanctions so they are in no doubt about the consequences of choosing to behave badly.

The school places a strong emphasis on the positive reinforcement of good behaviour. There is a wide and comprehensive system of rewards in place throughout the school. All adults in the school are expected to recognise and respond to good behaviour. The actual rewards vary throughout the school and are updated regularly.

Parents

“We urge heads and teachers to ensure that.....parents are not only told when their children are in trouble but when they have behaved particularly well”

The Elton Report (P14)

Parents play a major role in the behaviour of their children and are informed quickly when behaviour is causing a concern. We expect total support from parents. Parents are informed of good behaviour through the positive rewards system and are encouraged to further reinforce appropriate behaviour at home. Members of staff are trained to run the “Coping with kids course” and all parents are encouraged to attend.

Aggressive Behaviour and Bullying

The school positively discourages all acts of verbal and physical aggression. We understand that bullying can occur in every workplace and is not restricted to young people or to schools. Members of staff have a duty to respond to bullying and to protect those children who are victims of bullying. The school has adopted the “No Blame Approach to Bullying”. This is referred to in a separate policy.

Reviews

“It is the job of the headteacher and the senior management team of a school to monitor the way in which the behaviour policy is working. They must see that it is being applied consistently and consider whether it is achieving the right results. It is equally important to keep the whole staff involved..... by regular review of the policy’s effectiveness”

The Elton Report (p102)

This Behaviour Policy is supported by a document “Behaviour Procedures”. This is reviewed and updated regularly.

Josie Speck
June 2004

Paisley Primary School - Behaviour Procedures

Classroom behaviour

Each class teacher is expected to display clear rules which reflect expected behaviour. The class teacher should reinforce these rules regularly. Alongside the rules should be displayed a hierarchy of sanctions. The children are taught the rules and sanctions together so that they are in no doubt about the consequences of choosing to behave badly. A copy of these rules and sanctions is attached.

Each class teacher has a wide range of badges, stickers and certificates to reward good classroom behaviour. It is acknowledged that these may vary depending on the age group of the class, but they will be awarded on a daily basis by all class teachers.

Assembly Behaviour

It is recognised that Assembly plays an important role in the reinforcement of positive behaviour. It gives an opportunity for the whole school to recognise positive behaviour and an opportunity for positive behaviour to be reinforced. During each assembly two gold cards will be awarded by an adult on 'Gold Card Duty'. Adults will be on a rota so that all children will have the opportunity to be rewarded. In addition, any adult can reward a child with a sticker to recognise positive behaviour.

If a child chooses to display poor behaviour during assembly, (s)he will be given a warning by the adult who notices this behaviour. This warning may be verbal, or may be by "a look" at the discretion of the adult. However, the child's attention must be drawn to his/her poor behaviour. If a child chooses to continue this poor behaviour, (s)he will be asked to move to the side of the hall and sit near an adult. (S)He will then receive a pink card and will lose his/her next playtime. Gold and pink cards and stickers are kept in a "gold" tin on top of the piano.

Playtime Behaviour

Playtime can be the most enjoyable part of a child's school day, or it can be the worst! Positive behaviour will be rewarded on each playground by the awarding of Gold Cards – two on the Lower School playground, and three on the Upper School Playground. These will be awarded by the adults on duty.

It is recognised that the adults will not award Gold Cards to children in their class, but all adults will check regularly in the Gold/Pink card recording folder to ensure that Gold Cards are awarded across the school. Poor behaviour at playtimes will be acknowledged with a pink card. The rules and consequences for playtime behaviour are under the heading "School Wide Discipline Rules".

Lunchtime Behaviour

It is recognised that Lunchtime Supervisors have an important role to play in the school Behaviour Programme. It is also recognised that their role is not always easy. At Paisley, we acknowledge these facts, and give maximum support whilst bearing in mind that all staff working in school are entitled to a lunch break. In light of this the Headteacher and Assistant Headteacher, supported by K.S. Co-ordinators, are available wherever possible at lunchtimes to offer support and advice.

The rules and consequences for lunchtime behaviour are under the heading "School Wide Discipline Rules". All lunchtime supervisors have a copy of these rules, and the procedure to follow when acknowledging poor behaviour. They also have a book for recording any

incidents. This book is given to the Senior Lunchtime Supervisor at 1.00pm, who will pass any relevant information to the Head/ Assistant Headteacher. This procedure is attached under "Lunchtime procedures for acknowledging pink cards".

Playtime Exclusion

Children who have been given a pink card for poor behaviour lose their next playtime, a duration of 15 minutes. Playtime exclusion is supervised by a teacher on a rota basis. The exclusion takes place in the Hall or in the teacher's classroom. This is at the discretion of the teacher on "Playtime Exclusion" Duty.

The teacher on Playtime Exclusion duty will go to the Hall at 10.25a.m., read out the names of the children on playtime exclusion and ask those children to remain behind. In the case of inappropriate behaviour during playtime exclusion that child will lose a further playtime.

Serious Incidents

However great our efforts to praise and reward positive behaviour, we acknowledge that there may be an occasion when a child displays behaviour which is more serious than the behaviour covered by classroom rules. This behaviour is covered by "Serious Incidents" a copy of which is attached. These are not displayed in the classroom, but each adult is aware of them and a copy is kept in the Behaviour File in each classroom.

In more extreme cases of poor behaviour, or where a child is not responding to normal procedures, the Headteacher will discuss alternative action with at least one member of the Senior Management Team. The parent and child will be informed of the sanctions to be applied. A result of these discussions may be a fixed term of exclusion, in which case the Headteacher and Admin. Officer will follow the procedures and guidelines for exclusions.

Educational Visits

Educational Visits are an important part of the school curriculum and the same standard of behaviour is expected as that in the classroom and around the school. However, poor behaviour on a school visit can have an effect on the supervision and safety of the other children in the group.

In light of this, should any child's school and classroom behaviour gives frequent cause for concern prior to the visit the presence of that child on the visit will seriously be considered. This will be discussed with the Headteacher, K.S. Co-ordinator, class teacher and the parents of the child.

During an Educational Visit the classroom rules should be adhered to where appropriate. Should a child display 'Serious Incident' behaviour and/or continued poor behaviour the following procedures should apply:-

- The child should be placed under the supervision of the party leader.
- The child should be reprimanded in a 'private' manner – no child should be reprimanded/ridiculed in public.
- On return to school, the incident should be discussed with the Headteacher, Assistant Headteacher and K.S. Co-ordinator.
- The child will be excluded from the next visit available to him/her, and the parents informed accordingly.

If a child displays serious incident and/or continued poor behaviour during a residential visit the party leader will consult with the Headteacher and Assistant Headteacher, who will consult with the parents regarding the child's removal from the visit.

Behaviour Programmes

We recognise that for a very small minority of children the “School Behaviour Procedures” are not appropriate. The SENCO, in consultation with the Headteacher, parents of the child, class teacher and, where appropriate, outside agencies, will decide and arrange the appropriate alternative programme. This programme will, however reflect many aspects of the “School Behaviour Procedure”.

Recognition of positive behaviour

We all recognise that children exhibit good behaviour and respond well to positive rewards. We reward this in a wide range of ways:-

- Badges, stickers and certificates for positive classroom behaviour;
- Gold cards for positive behaviour during assembly, playtimes and lunchtimes;
- “5 Golden Days” – a “golden day” is acknowledged during assembly when no pink cards have been given during a school day (8.45am – 3.00pm). “5 Golden Days” is rewarded by a whole school treat. This is arranged by K.S. Co-ordinators, but takes place on the 5th golden day;
- any class which has no pink cards during a full week (Friday 9.00am – Thursday 3.00pm) is rewarded during Friday’s Presentation Assembly.
- The class which earns the most gold cards during a term is rewarded with a special class treat. Because of the differing numbers in classes, this will be awarded on a pro rata basis. The treat will be chosen by the class teacher in consultation with the Headteacher and Assistant Headteacher and will be appropriate to the age of the class. Any expenditure will be funded by Educational Funds.
- At the end of the school year, 3 children in each class will be rewarded for exceptional positive behaviour. One of these children will be the child with the most gold cards and no pink cards. The remaining two children will be chosen by the class teacher in consultation with the class. This “Best Behaviour Treat” will be arranged by the Assistant Headteacher in consultation with all staff.

As well as the rewards for positive behaviour, there is a wide range of rewards for good work, citizenship, punctuality and attendance. These are recorded in the appropriate policies and procedures.