

# **LONGNOR C.E. SCHOOL**

## **Behaviour Policy**

### **Introduction**

This policy sets out to provide a written statement of general principles including reference to:

The promotion of respect for each other.

The importance of self discipline and the difference between appropriate and inappropriate behaviour.

Sanctions and linked systems of reward.

### **Aims**

The School sets out to raise the status of children through high expectations.

The staff believe in a positive approach to discipline which takes into account individual pupils' needs in relation to those of the school community as a whole.

We aim to establish a sense of harmony through a simple Code of Behaviour based on respect, care and consideration for others. (See Code of Behaviour)

Staff also aim to create a culture of empowerment and responsibility; appropriate to the age of the child. This culture makes the very best assumptions about children's nature; not the worst.

In short, we set out to treat children as we would each other, keeping rules and regulations to a minimum and placing some decision making and responsibility into the hands of the pupil.

In the early days we anticipate having to show the children the way. However, by the end of their time with us we expect them to know the way. It is acknowledged that there will be variable rates of progress and that some children will require more support in reaching our expectations.

It is recognised that children, in the main, behave well when they have access to a range of stimulating and meaningful activities in which they can develop and grow. Core Values and Critical Skills are promoted through problem solving, creativity and practical work. Much use is made of the outdoor environment and children are also given a range of opportunities for play.

Staff believe in getting at the cause or antecedence where inappropriate behaviours emerge, recognising that there are times when adjustments have to be made in approach to suit a child's particular needs.

There are many influences which affect children's behaviour and it is important to quickly establish a dialogue which involves parents. The Home School Agreement is a concrete way of establishing this link from the very start.

Many self evident problems of behaviour and learning arise from lack of communication. For this reason, the school places a high degree of emphasis on discussion involving all parties.

It is particularly important for staff to share their concerns in an honest way so that all can be effectively involved in:

1. Communicating the expected behaviour and
2. Communicating and reinforcing the positive.

The emphasis should be on catching children being good!

## **General Principles**

In establishing good behaviour the school has found the following useful:

Ensure pace, clear expectations, targets and objectives in work. Are children clear about what they are doing and what they are to do next. Is there adequate provision for different interest groups in both work and in play? Are children being challenged?

Promote team work and problem solving activity.

Encourage the use of initiative.

Focus on Listening and Speaking skills, from an early stage.

Discourage attention seeking and self-centred behaviour.

Ensure that children are receptive through an established foundation of praise and positive interaction.

When dealing with issues, use the language of choices, discussing the behaviour and the range of options available, rather than “pointing the finger” at individual children. (“What would have been a better choice?”)

Move from the least intrusive response to the most intrusive so that children recognise a scale to things. (Sometimes it is better to tactically ignore).

At times it may be necessary to position a child in such a way as to minimise movement and/or facilitate greater concentration.

Target setting is also seen as a useful way of enabling children to improve their behaviour.

Make sure you are a good role model for the children. Consistency in adult behaviour is crucial.

Behaviourally challenging children often find it difficult to cope with open ended tasks or changes in routine. Try to anticipate and plan for this.

Remember, these children are generally trying to solve problems, not create them.

The way to change a child’s behaviour is often to change how we respond.

## **Rewards**

It is recognised that children respond best to praise in both their behaviour and their work.

The Staff at Longnor School believe that children respond best to systems in which they receive natural praise and reward through their work and play. Comments in marking, verbal comments during sessions (with particular emphasis on the plenary), sharing work with others in the classroom and assembly, all contribute. Other forms of social reward may also include:

Verbal praise ("Well done!")

Non-verbal praise (Thumbs up, smile etc.)

Display of work.

Phone call home.

Extra privileges and responsibilities.

It is recognised that some children; particularly younger children, respond well to more concrete or symbolic forms of reward such as: stickers, certificates, cards and letters.

It is the policy of the school to use these forms of reward for genuine good behaviour and/or achievement and with great care; recognising the many pitfalls of such systems.

A third group of rewards falls under the heading, Special Activities. For example, at times, it may be more relevant to reward by allocating extra time on a chosen activity. Rewarding a group can be particularly effective.

Whatever the reward, it is important that it should hold some true value for the child and that it should ultimately move the child towards self discipline, independence and self motivation.

## **Sanctions**

At times it may be deemed necessary to use sanctions. These may include:

1. Removal from an activity.
2. Removal from a class.
3. Loss of privileges.
4. Carrying out relevant jobs or additional work.

Ultimately systems of exclusion are in place for the removal of a child from school. It is preferable and more productive however to successfully include all children and the school is committed to avoiding this ultimate sanction through the involvement of parents from an early stage.

It should be stressed that the school does not believe in artificial systems which over police and simply attempt to maintain the status quo.

If a school, in order to maintain discipline, commits itself to a set of rewards, sanctions and punishments, these will quickly become divisive; creating a subset of children who are anti authority.

For this reason, the school has moved away from the use of token reward systems which involve merits, points and prizes.

## **Systems/Strategies**

Accepting the causal nature of inappropriate behaviour and that at times this is outside the school's control, when problems emerge the following support mechanisms are used within the school:

Staff attempt to deal with the behaviour through the application of general principles. If this does not work then further action may need to be taken. This will inevitably include discussion with the child's parents.

At times, for the sake of others, a child may have to be removed from an activity.

The School advocates use of 'Time Outs' in which the children themselves indicate they are ready to return to an activity.

Staff may also consider sending a child to another class.

The School does not believe in standing children unsupervised in corridors. It should however be borne in mind that children cannot always be purposely engaged in work at these times due to the commitments of staff and the other children involved.

If problems develop at lunch times, Supervisors are encouraged to refer matters, in the first instance, to the child's Class Teacher.

It may at times be necessary to refer a child to the Head. The presence of a child's name on the Head's desk is a concrete reminder to all involved that things have reached this level. This also helps to distinguish between the Head as Class Teacher and the Head as a Headteacher. Parents will usually be informed at this stage.

If inappropriate behaviour continues, a log will be kept within each class to inform subsequent discussion/action. This may also include the child being placed on the S.E.N. Register for Behavioural, Social or Emotional reasons. Parents would be informed in each case.

## **Special Needs and Other At Risk Groups**

The school acknowledges that there are children who are at a greater risk in terms of their ability to adjust to the expectations of the school.

It is recognised that some children have Specific Learning Difficulties which need to be taken into account in establishing good behaviour.

Children with emotional or behavioural difficulties (E.B.D.) undoubtedly need a special approach which may extend to the use of progress books; for example.

For these children, as with others, it may be more appropriate to remind or appeal than to admonish. This is particularly the case with those children whose needs fall within the autistic spectrum.

Regular, confidential and professional dialogue between staff ensures that all are aware of children's changing needs. At times it may be necessary to include all staff in establishing an agreed plan of action.

In addition to children with S.E.N., other "At Risk" groups at Longnor also include:  
Children with specific talents or interests.

Children in care.

Young carers and

Children from families under stress.

The picture is always changing and the need to consult with and seek advice from outside agencies is recognised.

## **Bullying**

What is bullying?

There are many definitions of bullying, but most have three things in common:

1. It is deliberately hurtful behaviour.
2. It is repeated over a period of time.
3. It is difficult for those being bullied to defend themselves.

Bullying can take many forms but the three main types are:

1. Physical - hitting, kicking, taking belongings.
2. Verbal - name-calling, insulting, racist remarks.
3. Indirect - spreading nasty stories, excluding someone from social groups, (including the use of Communication Technology).

When an incident of bullying is reported.

Bullying will not be tolerated and therefore a serious response should be anticipated. Staff encountering what they perceive to be bullying should report the matter straight to the Head who will investigate the matter against the above criteria. In a case of bullying, parents will be informed and a record of the incident maintained. This will take account of:

1. Who was involved.
2. Where and when it happened.
3. What happened.
4. What action was taken.
5. How this was followed up.

All staff will contribute to the subsequent monitoring of the situation. Parents and children will be informed of the existence of any written record. Children involved will be made aware that records will be destroyed after a sustained period of improved behaviour. Any record will be based on fact; not speculation.

Who is at risk?

Any child can be bullied. However, there are certain risk factors which will make the experience of bullying more likely. These include:

1. Lacking close friends in school.
2. Being shy.
3. Coming from an over protective family environment.
4. Being from a different racial or ethnic group to the majority.
5. Being different in some obvious respect from the majority.
6. Having Special Educational Needs.
7. Being a "Provocative Victim" - a child who behaves inappropriately with others, barging in on games or being a nuisance.

**None of these characteristics can excuse allowing a child to be bullied.**

All children should be encouraged from Reception to respond assertively and say: **"I don't like you doing that!"** or **"I want you to stop it!"**.

Pupils who observe or hear about bullying should report their concerns. They should also be encouraged to take on the role of active bystander by:

1. Not allowing someone to be left out of a group.
2. Not smiling or laughing.
3. Telling a member of staff what is happening.
4. Encouraging the bullied pupil to join in with their activity.
5. Telling the bullying pupil to stop.
6. Showing that they do not approve.

The use of "Circle Time" and other curriculum approaches such as drama and role play are potentially effective ways of encouraging children to discuss bullying openly. There are also many excellent children's stories which deal with the issue.

There are a number of suggested approaches for dealing with bullying situations including: the Method of Shared Concern outlined in the D.F.E. publication "Bullying - Don't Suffer In Silence."

This approach attempts to establish ground rules by which pupils can coexist within the same school. It does not aim to create friendships between pupils. In simple terms, the pupils doing the bullying are seen, with each pupil ultimately agreeing to improve the situation in some way.

A chat with the bullied pupil offers support but also in the case of "Provocative Victims" helps them understand that their behaviour should change too.

If appropriate, a final meeting of all involved takes place and the situation is closely monitored.

October 2013

**Incident Register**

**Name of Child Name of Victim When, Where and What Action Taken**