



Topcliffe C of E Primary School Behaviour Policy

INTRODUCTION

This policy is a clear statement of aims and strategies to promote and ensure positive behaviour. It was revised through consultation with staff, pupils and Governors. It will be discussed annually by staff and Governors and formally reviewed in January 2017.

AIMS

The fundamental aim of Topcliffe CofE Primary School is that every member of the school community is made to feel safe, valued and respected and for all persons to be treated fairly. We are a restorative school and aim to give the children skills to resolve conflict. The key to behaviour management is relationships and we work hard to build positive relationships with children based on mutual respect.

The primary aim of our behaviour policy is to promote an ethos of kindness and consideration, based on Christian Values. We aim to treat others as we wish to be treated. We aim to ensure that the school's expectations and strategies are widely known throughout all aspects of school life and all members of staff promote the policy.

Topcliffe CofE School does not tolerate bullying of any kind and such incidents, although rare, are treated very seriously.

EXPECTATIONS

At Topcliffe CofE School we will:

- Care about our children and always act in their best interests
- As adults promote and provide a positive role model for children
- Ensure our school is happy and safe to allow effective learning to take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Apply this policy in a consistent way.
- Ensure all children are aware of the behavioural expectations through class behaviour agreements.
- Each class will establish their own, relevant behaviour management strategies which reflect the ethos of the school.
- Parents and children will sign and return the 'Home-School Agreement'.

POSITIVE APPROACH

We aim to promote and reward positive behaviour. We know that it is more effective to praise good behaviour and reward our children in a variety of ways:

- Tree of Growth to celebrate kind deeds throughout the school day.
- Certificates in shared assembly that celebrate good academic achievement and effort.
- Celebration wall to show achievements out of school.
- Celebration board that shows childrens sporting achievements.
- Verbal praise to children.

- Verbal praise to parents about their children.
- Sending a child to the head teacher for good work or for making the right choice.
- Personalised reward systems for individual children based on their individual needs and using their interests as incentives.

A clear school rules system is used throughout the school which clearly states what is expected of children and what will happen if they do not follow these expectations. It also clearly outlines the reward system being used.

RESTORATIVE PRACTICE

Our aim at Topcliffe CofE School is to deal with incidents of disruptive or inappropriate behaviour in a way that avoids shame and punitive responses and punishments. We hope to foster an atmosphere where children have the chance to reflect upon the impact that their behaviour has on other people, including teaching staff. The child/children will be asked to consider their behaviour, its impact and how they will make amends. They will be asked the following:

When challenging behaviour:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

These questions are in line with a restorative practice approach to encourage good behaviour and respond to poor behaviour in a way where the questions are neutral and non-judgemental. They require the children to reflect on who has been affected by the behaviour.

They are likely to help the wrongdoer develop some empathy for those affected.

Some aspects of the restorative practice may take place within a circle activity or in a smaller group as necessary.

Teachers will be responsible for ensuring that the children in their classes are aware of the restorative approaches to dealing with behaviour.

SANCTIONS

Sanctions work best where they are proportionate and used as a last resort. Pupils have a right to expect fair and consistently applied sanctions for poor behaviour. Such sanctions should only be applied to those who have chosen not to make the right choices, not to a group of pupils indiscriminately. They should always be used on the basis of correcting the specific behaviour and never used to comment on the child themselves more generally. On rare occasions staff may use

raised voices to give auditory indication that a child needs to follow instructions, however the use of the code should normally be operated within a context of calm application.

Each class will have a clear set of sanctions to help the understanding of pupils and the process will be the same. The following escalating sanctions will be used across the school.

1. They will be reminded and given a 'warning'.
2. On the second warning they will miss 5 minutes of break time.
3. On the third warning they will work on their own for a block of time and their teacher or head teacher may speak to their parents. The incident will be recorded in the behaviour book.

The sanction for the child at this stage is at the discretion of the Head Teacher or Senior Leader but, if it is a playground incident, will always include the child not being able to use the playground again until a significant and sustained improvement in behaviour is observed (at least 1 day). The child will also not be returned to the class until their behaviour is judged to be safe for staff, other children and themselves.

Involvement of the Head Teacher

In some cases children will need to be sent to the Head Teacher. In this case the child will always have the opportunity to explain what they think has happened and why and the incident will be carefully checked out by the Head. If the child is able to and agrees to improve their behaviour and accepts the sanction decided upon by the Head, arising situations are sorted out in school and parents are told later that day. If the child refuses to improve their behaviour their parents are contacted. They may be asked to talk to their child on the phone or come in to talk to their child. If the child still refuses to improve they will then either be internally excluded or given a Fixed Term exclusion (if their behaviour fits the criteria for this as set out in the North Yorkshire guidance).

Parents will always be contacted if a child is violent, racist or swears at an adult. A record is made of what happened and the Head Teacher will decide what happens next. In these cases an internal or Fixed Term exclusion may be applied if the Head Teacher considers the incident warrants this. For further guidance on exclusion, please see Topcliffe CofE Primary School Exclusion Policy.

Children with social, emotional and behavioural difficulties

For pupils who regularly break the code additional provision will need to be put in place to identify their additional needs and support them to return to keeping the behavioural expectations of the school community. Such support will clearly seek to identify the underlying causes of such behaviour. Within the school there may be a small number of children who have social, emotional and behavioural difficulties beyond the norm. These children will have targeted provision maps to support them. In addition they may have a statement of Special Educational Needs and have additional support. As such the process outlined within this programme will be applied and may need to modify the application of the class sanctions. This will need to be clearly understood by the child themselves and the other pupils within the class. All such programmes should be seen as temporary measures that will return the child to the code governing the behaviour of the majority of pupils within the school. With such programmes Topcliffe CofE SENco will be involved by a referral in the usual way and outside support may be requested (subject to the agreement of parents or carers).

RECORDING, MONITORING AND EVALUATING BEHAVIOUR

At Topcliffe CofE School we are aware that effective classroom management and organisation are key to ensuring positive and rewarding behaviour.

To ensure that we meet the aims set out in this policy it is critical that we are consistent in our approaches and record, monitor and evaluate both class and whole school behaviour. It is important that all staff employed by Topcliffe CofE school are given the opportunity to feedback to class teachers. Class teachers and support staff will develop their own communication procedure and MSAs will informally feedback to class teachers at 1:00 pm.

Recording of behaviour

All teachers are expected to log significant behavioural incidents. Parents will be informed. In instances of challenging behaviour, a yellow form (Behaviour change plan) will be completed and filed by a member of staff and shared with the headteacher. In instances of significant behaviour, for example the injury of a person or racial abuse a Major Incident Report Form will be completed. This will be shared with the Headteacher.

ANTI-BULLYING

Statement of Intent

At Topcliffe CofE School we are committed to providing a caring, friendly, and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying or racism of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. Any racist incidents must also be reported to the NYCC. All staff and governors are aware of this policy and follow these procedures.

What is Bullying?

Bullying is the use of **aggression** with the **intention** of hurting another person. Bullying results in pain and distress to the victim. The behaviour is often repeated and habitual.

Bullying can be:

- **Emotional** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- **Physical** pushing, kicking, hitting, punching or any use of violence.
- **Racist** racial taunts, graffiti, gestures.
- **Sexual** unwanted physical contact or sexually abusive comments.
- **Homophobic** because of, or focusing on the issue of sexuality.
- **Verbal** Name-calling, sarcasm, spreading rumours, teasing.
- **Cyber** All areas of internet, such as e-mail and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology i.e. camera and video facilities.

Prevention.

We will use KIDSCAPE methods of helping children to prevent bullying. As appropriate, these may include child lead:

- Writing a letter.
- Writing a set of school rules.
- Signing a behaviour contract.
- Writing stories or poems or drawing pictures.

- Completing a behaviour modification plan.
- Reading stories.
- Making up role-plays (or using KIDSCAPE role-plays).
- Anti-bullying as focuses within the curriculum.

If bullying is suspected or reported:

Procedures

- Child reports incidents to staff who administers behaviour policy procedures as appropriate.
- In cases of bullying, the incidents will be reported by staff to the head teacher.
- In these cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
- If necessary and appropriate, police will be consulted.
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
- An attempt will be made to help the bully (bullies) change their behaviour, within the framework of restorative practice.

Outcomes

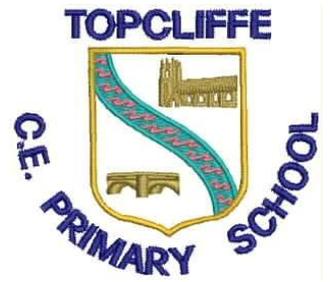
The bully (bullies) may be asked to apologise within the framework of restorative practice. Other consequences may take place, in line with the above policy. In serious cases, suspension or even exclusion will be considered. If possible, the pupils will be reconciled. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Buying Online	www.bullying.co.uk

Visit the KIDSCAPE website www.kidscape.org.uk for further support, links and advice.

Adopted: January 2015
Reviewed: September 2016



School rules at Topcliffe CE Primary School

Each day:

- 1. I will follow instructions.**
- 2. I will keep hands and feet to myself.**
- 3. I will be kind and polite to everyone I meet.**
- 4. I will respect and look after my belongings and those of others.**

If I choose not to follow the rules:

1. I will be reminded and given a 'warning'.
2. On the second warning I will miss 5 minutes of break time.
3. On the third warning I will work on my own for a block of time and my teacher or headteacher may speak to my parents. The incident will be recorded in Mrs Clay's behaviour book.

Rewards:

For good behaviour we will be rewarded with leaves to put on the tree of growth. When the tree is full we will enjoy a whole school reward.