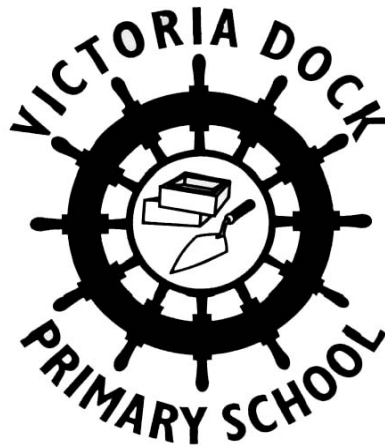


VICTORIA DOCK PRIMARY SCHOOL

BEHAVIOUR POLICY



Working together for your children

Date Written: Autumn, 2010

To Be Reviewed: Autumn, 2014

INTRODUCTION

Our Primary aim is the safety and well being of every individual child. We value the principles of fairness and equality of opportunity for every member of the school community. Every child has a right to feel safe, secure and respected in a positive learning environment. Our policy is to recognise every child as an individual and to value the positive contribution she/he makes to school as a whole. We are constantly working towards self discipline and mutual respect.

We believe that:

- All children have a right to a quality education and the responsibility to learn effectively.
- All children have a right to a full and equal share in school activities and the responsibility to do his/her best and support others.
- All children have a right to privacy and the responsibility to respect the privacy of others.
- All children have a right to work unhindered and the responsibility not to hinder others.
- All children have a right to expect others to share with him/her and the responsibility to share with others.
- All children have a right to trust and honesty and the responsibility to be honest and trustworthy.
- All children have a right to voice his/her concerns and the responsibility to listen to the concerns of others and respond.
- All children have a right to be treated with respect and the responsibility to respect others.
- All children have a right to expect appropriate behaviour from others and the responsibility to behave appropriately.
- All children have a right to his/her own belongings and the responsibility to safeguard and respect property.

STRATEGIES

- Acceptance of agreed rules and sanctions in order to work towards self discipline (see class Rights and Responsibilities).
- Shared responsibility with the family through consultation, meetings, informal discussions, workshops and home/school agreement.
- Sharing of information through the school prospectus; the staff handbook; staffroom and classroom displays; the Home/School Link Book; and letters.
- Reinforcement throughout each day and related to Monday's assembly.
- Rewards in the form of stickers, certificates, letters home, responsibility, small rewards and class 'treats'. In Key Stage Two a house point system operates. Children earn points for themselves and their house through positivity. Points earned can be redeemed against a variety of small prizes.
- Recognition of positive behaviour, attitude to work and achievement in Friday's celebration assembly.
- Buddy Scheme operates at playtime and lunchtime whereby designated children from Year 5 and Year 6 look after children who are lonely and integrate them into playground games (re. Buddy Policy). Behaviour Support Worker organises various activities at break times.
- Personal Support plans.
- A 'Restorative' approach.

SANCTIONS

1. Initials on the board as a reminder of what is expected – no action taken.
2. Initials circled – miss break-times *. Name entered in the ‘Think Again’ book with detailed reason, date and staff member.

*If children are to miss a break-times, they should go outside with their class, but stand in a designated place. The location may be changed at the discretion of the staff on duty. The child should wear appropriate clothing for the weather and be supervised by a member of staff on duty. This ensures access to fresh air and time to reflect.

3. Circled initials underlined – child removed from teaching group if a disruption to the class (at the discretion of the teacher). If a child is removed from the teaching group, they go to Mr Brown (Behaviour Support Worker) with work until work completed/end of lesson.
4. After three missed break-times (per half-term) Referral Form to be completed by Behaviour Support Worker. The child is sent to the Key Stage Co-ordinator during a break for discussion regarding ways forward. The Key Stage Co-ordinator to annotate book accordingly.
5. After six missed break-times (per half-term) parents to be invited to school for a discussion.

In the event of persistent or more serious misbehaviour, parents will be invited in prior to the child missing six break-times. Following on from this, a Behaviour Report Sheet may be instigated, after consultation with the Behaviour Support Worker, and with parental agreement. Extra-curricular activities may be removed following discussion between the Behaviour Support Worker, Teacher, club leader and Head Teacher, or other such privileges removed as deemed appropriate.

Any serious incident to be reported to parents the same day and an appropriate meeting arranged for discussion if necessary.

Exclusions may be used, following Local Authority and DFE Guidelines for the following offences:

- Causing serious injury to another child.
- Repeatedly placing him/herself in a position of danger.
- Abusive language used towards any member of the school community including staff, pupils, volunteer helpers and visitors.
- Violence towards any member of the school community.
- Repeated bullying of another child.

The Local Authority and Chair of Governors will be notified.

In all cases of unwanted behaviour, the child/ren should know what they have done that is unacceptable and how it has affected others. This should be explored with controlled questioning to determine the events from all parties involved and how they have been affected personally and in the case of the wrong-doer, how they have affected others.

LUNCHTIME

Entries into the lunch time book will be made for the following incidents:

- Foul language used against other children or members of staff.
- Violent or antisocial behaviour.
- Running away out of sight of lunchtime supervisors.
- Verbal or physical bullying.
- Refusing to follow or ignoring instructions.

Children causing problems at lunchtime may be instructed to stand in a designated place for short periods of time, to reflect upon their behaviour. For more serious incidents, children will be taken into the Library by the Lunchtime Supervisor to discuss the incident and ways forward.

Children will also be entered into the lunchtime book for making a positive contribution to lunchtime.

All children entered for positive contributions will be mentioned in school assembly on Mondays, and rewarded with stickers.

Two polite and positive children of the week will be chosen by the lunchtime supervisors to receive recognition in Monday's assembly. A child will also be chosen from each year group for good dining hall behaviour.

SANCTIONS

1. Referral form to be completed by Behaviour Support Worker after each recorded incident.
2. Miss the next breaktime.
3. After three entries in the book, for negative behaviour, parents will be invited to school to discuss the matter, identify targets and to be made aware of sanctions. Reference will be made to the Home/School Agreement.
4. If targets are not met then the child will be debarred from school at lunchtime for one week*. A letter will be sent home and parents will be informed by telephone.

*Children in receipt of free school meals will be provided with a packed lunch to take home.

ATTENDANCE

Regular attendance is vital for all children in order to ensure continuity and to establish positive codes of behaviour and self discipline.

100% attendance certificates will be awarded weekly to classes achieving perfect attendance.

100% attendance certificates will be awarded to children at the end of each term. Special awards will be given to children who achieve a year's perfect attendance.

EXCLUSIONS

If there are indications that any child at Victoria Dock Primary School may be at risk of exclusion, then a programme of pastoral support will be drawn up with the child and his/her family to address particular, individual needs. This will form part of the child's Individual Behaviour Plan where appropriate and may take the form of a Pastoral Support Plan. Regular review meetings will take place – a time scale will be arranged at each meeting as appropriate for individual children.

Any child excluded from school will have the reasons explained to them and their parents, when collected. The parents will also be sent/handed a letter informing them of the details of the exclusion. The child shall be given work to complete at home, in accordance with the National Curriculum. This will be marked upon their return.

A child returning to school after exclusion will have a re-integration meeting, to include parents, and receive support within school according to his/her needs. Support will also be offered to the child's family to try to ensure that the pattern of negative behaviour which led to exclusion is not repeated.

THE FOUNDATION STAGE

Behaviour in the Foundation Stage leads into the whole school Behaviour Policy.

Good behaviour is highlighted and rewarded with stickers.

Children displaying unwanted behaviour are placed on the 'Thinking Cloud' and if appropriate, temporarily removed from the activity to discuss what is required. If the child persists they will be given a short period of quiet time.

If a child's name appears on the 'Thinking Cloud' twice in one day, their name will be written in the 'Think Again' book. After three entries in the book (per half-term) the child will be sent to the Behaviour Support Worker for discussion. In the event of persistent misbehaviour, parents will be invited in for discussion. Following on from this, a Behaviour Report Sheet may be instigated, after consultation with the Behaviour Support Worker, and with parental agreement. After six entries in the book (per half-term) the parents will be invited into school to discuss ways forward with the Head Teacher and Behaviour Support Worker.

VISITS

Visits are valuable educational experiences and will be arranged wherever appropriate to enhance learning.

The highest standards of behaviour are expected from the children when they are out of school.

Children must behave to standards which ensure that:

- they do not put themselves in danger.
- they do not put other people in danger
- they respect the property of their hosts.
- they show mutual respect in all their words and actions.

The children will be supervised at the appropriate pupil/teacher ratio.

The children will have expectations explained to them before the visit.

Children will be praised for excellent behaviour and given recognition in school assemblies.

If children misbehave then they may not be allowed to take part in the next outing planned for that class.

The parent of a child with particular behavioural difficulties may be asked to accompany the school visit, if staff deem that the child's behaviour may cause injury to self, or adversely effect the safety of the group.