MORGANS PRIMARY SCHOOL AND NURSERY

BEHAVIOUR POLICY

OCTOBER 2010

Aims
We aim to:

- ensure that everyone is working towards a common goal;
- provide a framework so that children and parents are aware of our expectations of their behaviour and work;
- explain the reasons for our rules and ensure that standards of behaviour are consistent throughout the school community;
- see that good behaviour is encouraged and recognised at all times;
- provide the children with appropriate models of behaviour;
- encourage positive behaviour as part of the learning process;
- give the children the skills to become well adjusted members of the community;
- help the whole school community feel safe and secure.

Introduction
Everyone in our community has a part to play in the promotion of high standards of behaviour. The whole school community was involved in writing this policy. Children discussed their views through their class reps (following a whole-school assembly) and in children's council meetings. Parents, staff and Governors were asked to complete a short questionnaire.

Our Values
The principles and values we wish to encourage amongst the pupils in our care, make it necessary for there to be a clearly understood set of Golden Rules rules which underlie our behaviour policy. The reasons for these rules affect the whole conduct of the school and ensure a consistent approach with one another.

Our Golden Rules:

We are always polite to others;

We are kind;

We work hard and always try to do our best;

We try to be safe and keep each other safe;

We try to be honest;

We will always try to look after and care for our school;

Adult Approach and Modelling

All adults model desired behaviour;

Treating children with courtesy and dignity;

Public praise and constructive, private criticism;

Once a reward has been given it cannot be removed as a form of punishment.

Pupil Voice

Circle Time activities;

Children's Council;

Acknowledging feelings;

Giving children choices;

Listening to children.

Rewards/Celebrations of Success

We celebrate success in the classroom;

We celebrate success with other adults and children in the school;

Certificates of Achievement;

Other celebrations may be used as appropriate;

Celebrating success with parents.

Support Groups

Anger Management groups;

Social Skills groups;

Playtime groups;

Additional Needs Groups
We expect all children at Morgans School to follow the Golden Rules. As much as possible, we want to keep children with Additional Needs within the code of conduct. However, this will be more difficult for some children at certain times.

Children with behaviour difficulties – School Action & School Action Plus on the SEN register may:

- Have regular meetings with their teacher and parent/carers;
- Meet regularly with the Inclusion Coordinator to discuss progress.

Some pupils may not comprehend the rules and structures of the school and be unable to meet expectations without additional support. Practical ideas include individual planning and reviews and involvement from the Behaviour Support Team.

Sanctions and Referral Systems (where appropriate)

- We focus upon the behaviour NOT the child;
- Non verbal sign from teacher;
- Quiet word/warning from teacher;
- Positive reinforcement of good behaviour;
- Isolation within the classroom;
- Child asked to leave the classroom and work outside but still under the supervision of the class teacher;
- Child goes to another year group with work for a specified time (prior notice given to receiving teacher);
- Key Stage Leader involved;
- Deputy/Head teacher involved;
- Long term support through the Education Support Team or Behaviour Support Team is available when other strategies have not worked;
- Fixed term exclusion;
- Permanent exclusion.

Home/School Partnership

- Parents will be informed and included as part of the strategy if unacceptable behaviour persists;
- Some children will have home/school liaison bookschats/cards.

Arrangements for Recording and Reporting discipline and Bullying Issues

- Bullying is reported directly to the Headteacher;
- Unacceptable behaviour information is recorded by the class teacher and significant incidents logged;
- All MSAs record incidents on a post- it note which will be given to the Class Teacher at the end of the lunchtime. The Head or Deputy Head and class teachers should be informed of serious incidents when they occur at lunchtime. During the lunch hour, the Head or Deputy Head will have overall responsibility for the safety and well being of the children;
- If the behaviour is persistent or serious the Key Stage Team leader is informed andthis is logged on the information kept by the class teacher;
- Parents are made aware of the record at this stage and sign the behaviour log;
- If the behaviour is persistent (School strategies have not worked) or a one off serious event the Headteacher is informed and the child has to speak to the Headteacher who will log the behaviour and sanction in the Serious Behaviour log book;
- For the most serious cases fixed term or permanent exclusion is considered. At this stage the Governors Behaviour Committee is informed and involved.

Serious Pupil Aggression Towards Other People and/or Property

On the very rare occasions when a pupil displays significant aggressive behaviour in any form towards another person or seriously damages property intentionally, the following procedures will be followed:

- The child will be removed from the situation. If this is not possible others at risk will be removed from the area of danger;
- The parents will be informed and a fixed term exclusion imposed;
- Should a child injure another person, depending on the severity of the injury, a longer fixed term exclusion or permanent exclusion will follow;
- In consultation with the Inclusion Leader, advice/interventions will be sought from external agencies to support the child and their family.

Arrangements for Monitoring and Evaluation

- Instances of bulling,racial incidents and homophobic bullying are reported on returns to the LA;
- Policy is reviewed each year and the HT completes an analysis behaviour to report to the Governing Body each term.

ANTI-BULLYING POLICY

Bullying is an unacceptable behaviour.
All members of the school community need to understand what constitutes bullying and need to be alert to signs that bullying is taking place. Hertfordshire Education Authority defines bullying as 'deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves'. It can take many forms but the three main types are physical, verbal or indirect. All pupils should be aware that incidents of bullying and harassment of any sort will not be tolerated. They will be dealt with appropriately in a manner that supports and protects the victims. We are a 'telling' school. The Head Teacher, Deputy and other teachers regularly describe the policy in assembles. It is unacceptable for children to be hurt verbally or physically and if it happens children are told to tell their teacher or another adult in school or their parents who will inform the school.

What is bullying?
The DCSF states that bullying can be defined when all 3 elements are present:

- There is an imbalance of power between the bully and target and the target would find it difficult to defend themselves;
- The behaviour is intended to cause distress;
- The behaviour is usually repeated.

Why consider bullying?

- It is harmful to all involved: not only the person being bullied but also those who bully and those who stand by;
- It can lead to a lack of confidence, low self-esteem, depression, anxiety, physical harm, self harm and sometimes suicide;
- Effective anti-bullying strategies can help pupils realise their academic potential and create a safe, happy and emotionally healthy learning environment.

We aim to prevent bullying by:

- Using Circle Time and assemblies to promote a positive ethos and to deal with problems before they escalate;
- Keeping a written record in the class behaviour book of incidents in which children are involved and when they occur. This will help us to spot patterns of behaviour which may indicate bullying.

If Bullying does occur we will:

- Keep a written record in the class Behaviour Book;
- Give the children involved the chance to talk through events with an appropriate adult;
- Inform the parents/carers of all children involved.

Action taken may also include:

- Asking the bully and victim to write down incidents for discussion;
- Discussing the problem at class Circle time;
- Holding a smaller conference with the children involved and a mediating adult;
- Create a support group for the children to teach new behaviour and rebuild confidence;
- Exclude the bully from the playground or certain classroom activities for a set period of time;
- Provide opportunities for the victim and the bully to work or play together to build a different kind of relationship.
- A behaviour contract between the children involved and the school.