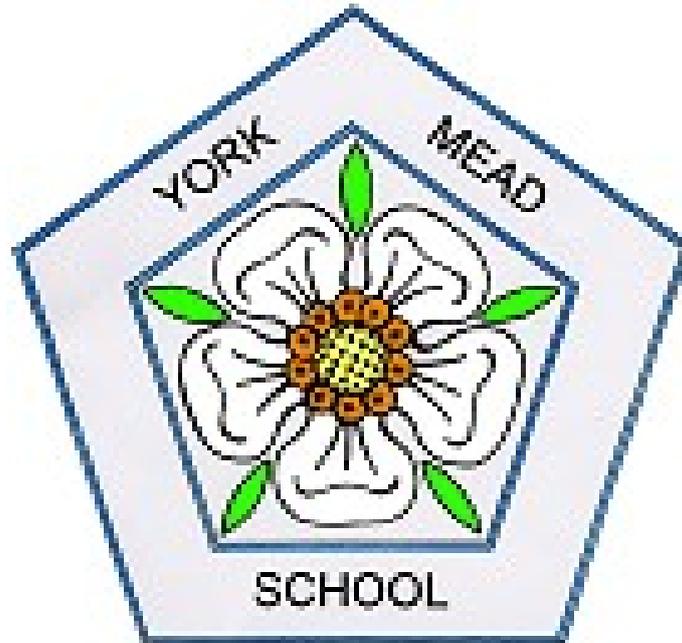


**YORKMEAD PRIMARY SCHOOL**  
**BEHAVIOUR POLICY**



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## **YORKMEAD PRIMARY SCHOOL**

### **BEHAVIOUR POLICY**

#### **SCHOOL AIMS**

- Provide a stimulating and secure environment
- Treat each other with respect, tolerance and concern
- Teach a curriculum that is stimulating and relevant and tailored to our learners
- Use resources effectively to meet our learners' needs
- Build relationships with parents, carers and the local community
- Work to remove inequalities and all barriers to learning
- To seek to promote a respect for learning

The aim of our behaviour policy is to create an environment where children can work purposefully, feel secure, happy and confident and where relationships are based on trust, respect and tolerance.

#### **POSITIVE BEHAVIOUR MANAGEMENT**

If the above aims are to be achieved we believe that everyone in our community must work together to achieve them. We are committed to developing a positive climate, which places learning as our highest priority. We understand that we need to teach good behaviour. We believe that a strong school ethos of achievement and good behaviour comes from us all working together within a clear framework. Every member of staff has a responsibility to uphold the procedures outlined in this policy.

#### **RIGHTS RESPONSIBILITIES RESPECT**

The 3Rs framework helps children to

- Make better choices to keep the focus on learning
- Children to take responsibility for their behaviour
- Adults to share a common language
- To create a consistent and predictable framework
- Children to know where they stand
- Everyone to feel safe

#### **Rights - Our rights are:**

- All children have a right to learn
- All adults have a right to do their job
- Everybody has a right to feel and be safe and healthy
- Everybody has a right to be treated with respect

Having rights allows the teacher to move beyond the 'because I said so' approach.

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## **Responsibilities -**

It is the responsibility of all members of our school community to make sure we can all enjoy our rights.

Children must be responsible for their own behaviour. Using the language of choice is a powerful way of encouraging this. As the children realise that they are making choices in many areas of life they can be guided into making more socially acceptable choices. Good choices should be rewarded, poor choices have consequences.

## **Respect -**

Respect is one of the most important virtues a child can have. Teaching children how to respect others will ensure they develop positive relationships with their teachers as well family and friends throughout their life. Respect can be taught in many ways, but ultimately it's about ensuring children lead a happy life and treat other people kindly.

We work within the Rights Responsibilities Respect framework because;

- It sets the climate for success
- It builds confidence and self-correction
- It is both supportive and corrective
- It reduces confrontation and tension
- It is fair, reasonable and logical

## **CORE PRINCIPLES OF THE POLICY**

### Plan for encouraging appropriate behaviour

- Balance correction with praise and encouragement
- Establish consistent rewards and consequences
- Use the language of choice to teach and emphasise taking responsibility for inappropriate behaviour
- Plan your language to be positive and motivational
- Plan alternatives to confrontation, speak quietly
- Know how to get help when necessary

### Plan for discouraging inappropriate behaviour

- Use the same language of choice throughout the school. 'If you choose to do that then this will happen'
- **Plan what the consequences of inappropriate behaviour in your classroom will be if the wrong choice is made**
- Ensure that consequences also incorporate support for the child in making a better choice next time
- Plan alternatives to confrontation and **don't** raise your voice

Separate the behaviour from the child and make the behaviour unacceptable, not the child. Making the behaviour wrong allows change. Do not link unacceptable behaviour to the child's personality. Linking good behaviour to a child's personality builds self-esteem

### Use the language of choice

- It gives children confidence by giving them responsibility
- It regards mistakes as a normal part of learning
- It has a positive emphasis
- It reduces conflict
- It creates an important link between choice and consequence
- It helps to empower children as individuals

Examples:

"If you choose not to finish your work now you will be choosing to finish it at break. Make a good choice and get back to work now."

"The instruction is to sit in your seat. I'd like you to choose to do that now. Thank You."

When we all use the language of choice children will become used to it. It gives constant feedback on the choices they are making, letting them know whether they are making good or bad choices. The main aim is to create a learning experience: to make connections in children's minds between the choices they make and the outcome. In this way we can influence future choices.

### Actively build self-esteem

If experiences in school are constantly negative and unsuccessful they will undermine the child's ability to be successful. The children will create a model in their head which accepts a lack of success as the norm for them – this will lead to behaviours that avoid risk taking and challenge authority. These behaviours can be disruptive. We need to constantly let children know that we respect and value them. Praise the good choices that they make. By doing this we can raise self-esteem.

### Catch them being good

This is one of the keys to successful teaching and learning. Thank children – let them know what the praise is for (being quiet, lining up, being polite) – it tells them what behaviours they can repeat in order to gain praise.

### Actively build trust and rapport

- Positive relationships are at the heart of all we do
- Building rapport with children requires effort, commitment and skill. It happens in many simple ways and not just in the classroom – learning names, greeting children in corridors, showing an interest in what they do both in and out of school – show an interest in them

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as human beings. To be able to influence children we have to enter their world and be aware of their perspective

- People achieve more when they are confident and trusting
- Having confidence and trust encourages risk taking and independence

#### Model the good behaviour you want to see

- Calmly resolve conflict
- Calmness, predictability and certainty are the key behaviours to model
- Listen to problems and respond
- **Follow up on issues that count** – ‘the consequence is inevitable’
- Always follow children’s poor choices with a consequence
- Following up shows that you care and that what you say is important
- Be positive about future behaviour when following up
- Keep the focus on the behaviour not the personality

#### Work to repair and restore relationships

- Catching them being good afterwards allows them a way back
- Remember that children may still be stressed or resentful
- Allow time and repeat the attempts to be positive
- If there is no hope of a way back relationships and achievement will flounder

#### Examples of types of misbehaviour

The level of the misbehaviour gives an indication of the procedure for dealing with it and the type of sanction that will follow.

Please note that the absence of a behaviour from the list does not mean there will be no sanction – we should refer to the school rules and ‘Our Four Rights’ to decide whether behaviour is acceptable or not.

Behaviour at one level may be judged to be more serious if it is repeated.

#### LOW LEVEL

Chatting in class  
Calling across the classroom  
Dropping litter  
Rocking on chair

#### MEDIUM LEVEL

Rudeness/answering back  
Disturbing others’ learning  
Temper tantrum

#### HIGH LEVEL

Ignoring a member of staff’s instructions

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Swearing/verbal assault  
Physical assault  
Stealing  
Racism

Although we need to be fair and consistent, circumstances leading to misbehaviour and an understanding of the whole child do need to be considered when making a judgement.

## **DISCIPLINE**

Our aim is to create an environment where children can work purposefully, feel secure, happy and confident and where relationships between staff and children and between children themselves are based on tolerance and mutual respect.

Discipline within the school is based on making expectations clear to children, being fair and consistent and being vigilant, not upon a long and unwieldy list of punishments and sanctions.

All staff have a contribution to make in this area. Matters of attitude and behaviour cannot be ignored – they are everybody's business.

### Staff Responsibilities

Within the classroom the teacher has the responsibility for the discipline of the class. The teacher should frequently refer to the 4 Rights and the ethos of this behaviour policy and maintain these standards. If a member of staff has a designated duty or is in charge of any groups of children they have a responsibility to maintain standards of behaviour at those times.

All staff have a responsibility to correct misbehaviours if these come to their attention at any time and in any place. In serious cases the matter should be discussed with a member of the senior management team.

Within the school we aim to create a positive and supportive learning and teaching environment. We encourage children to see the benefits both to themselves and others, of good behaviour, co-operation and a commitment to learning.

Our rewards and consequences are based on a zone board system with the emphasis on staying in the Ready to Learn zone. Subsequent behaviour either leads to an accumulation of behaviour points leading to certificates or to moving through the zones and their equivalent consequences. The language of the zone board is used throughout the school.

## **Consequences**

### Consequences and classroom expectation

Discipline is the responsibility of all staff and teachers are accountable for the behaviour of their children. Good discipline is maintained through shared expectations of consistently high standards of courtesy, behaviour, effort and presentation of work/self.

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### Action in cases of indiscipline

- Remind children of what good behaviour looks like and making the right choice
- Utilise own classroom management skills: moving children, verbal reprimand / warning
- If poor behaviour continues move the child to 'Reflect' on the zone board and move their name on the board and tell them why they have been moved and how they might reflect on their behaviour
- Explain to the child how he/she can return to 'Ready to Learn'. Being in reflect should be a supportive process to help change the behaviour before they reach any consequences
- If the poor behaviour continues move to consequence and receive an appropriate sanction. This could be:
  - Miss part or all of break/ lunchtime
  - Go to another classroom to work
  - Letter/phone call home to parents/guardians
  - Meeting with parents/guardians

### REWARDS

The rewards discussed below are to be applied for behaviour only. They are not a reward for academic achievement.

- Every child starts every day in the Ready to Learn
- Every child who spends the whole day in Ready to Learn will receive 1 behaviour point, Amazing will receive 2 behaviour points and Outstanding will receive 3 points.
- Certificates will
- On a weekly basis, children in the school will receive a certificate for achieving the most Outstanding behaviour awards
- Any child achieving the 100 point certificate will receive a Head Teachers Award.
- At the end of each term, children who have consistently made good choices with regards to behaviour will be rewarded

The system of reward and consequences can only work if we apply it consistently. It cannot be a substitution for fair and rigorously enforced classroom management routines. We must recognise that rewarding good behaviour and forming positive relationships is a far more powerful tool than the use of consequences and sanctions when faced with less than desirable behaviour.

As children can make the wrong choice from time to time, sensitive and appropriate consequences can help to encourage good behaviour by discouraging the repetition of poor choices, which often lead to poor behaviour.

We must, when reflecting on reasons for poor behaviour, think about the accessibility of the work set, the support offered and the opportunities available for success. Effective teaching is at the core of classroom management.

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## **Rewarding Good Work**

The Zone Board and the rewards and consequences that go with it, are only to be used for the management of behaviour. The rewards for good work could be as follows;

- Verbal praise
- Written praise in books
- Teachers' stampers
- House Points
- Child receives weekly certificate

## **SYSTEM OF RECORDING**

Behaviour is recorded on our 'School Pod' and monitored by class teachers and the Inclusion Manager.

At the end of each day, it is the responsibility of the class teacher to record all behaviour on the online system in order for patterns of behaviour to be analysed.

Any child ending the day in consequence or reflect needs to have a detailed comment explaining the type of behaviour and the consequence given.

## **CARE AND CONTROL POLICY**

In certain circumstances it is necessary to hold a child to keep them safe from harm. If a child is at risk of causing harm to itself, to another child or significant harm to property, then the **RESTRAINT (WHAT DO WE CALL IT?)** policy should be applied.

In these circumstances a trained member of staff will use an appropriate hold to ensure that the child is safe. De-escalation techniques will be used to calm the child and s/he will be released from the hold as soon as possible. Notes will be kept on the appropriate form and parents informed of the incident.

## **PLAYGROUND BEHAVIOUR**

Inappropriate behaviour at playtime or lunchtime is unacceptable and the school code also applies in the playground. If a child breaks the school code, and the member of staff on duty feels that a verbal reprimand or time out is not sufficient, then they should discuss the matter with the class teacher, who will then decide on the sanction to be applied.

In extreme cases the child might spend time in the Reflection Room with the Head Teacher, DHT or Inclusion Manager as a sanction. This will only happen if extreme misbehaviour has occurred and the child is in the consequence zone.

## **FURTHER SANCTIONS**

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school.

Exclusions will occur if:

- Children repeatedly violate the Behaviour Policy
- Children seriously assault children or staff
- Children commit serious breaches of the Behaviour Policy
- Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

Date Written: September 2017

Date for Review: September 2019

Signed:..... (Chair of Governors)

Date:.....