



Behaviour Policy

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Introduction

Newham Bridge aims to provide an attractive and secure environment with an atmosphere of positive esteem and care in which all our pupils are enabled to feel happy, safe and secure. We want each child to achieve the highest possible standards of behaviour and to know how to behave well towards each other and all adults.

We are committed to teaching appropriate and relevant social skills and behaviour patterns to all children as their entitlement and their right. In doing this we will be offering our children the chance to fully participate in the life of our school and our community by empowering them to take charge of their lives.

Aims

- To promote high expectations of standards of behaviour
- To set clear rules and guidelines on acceptable behaviour, which are consistently applied
- To involve staff, children, parents and governors in promoting this policy

Objectives

- To encourage children to take responsibility for their own behaviour
- To develop self-respect and respect towards others
- To show respect towards their environment
- To show thoughtfulness and good manners

Role of Staff

- To provide positive role models by treating children, parents and colleagues with respect, fairness, empathy and dignity. To promote high expectations.
- To reinforce and praise good behaviour, caring attitudes and 'trying to do your best' as well as success
- A knowledge of each child as an individual
- A sense of humour- humour often diffuses a situation
- Flexibility- not remaining static
- A fair and consistent approach on applying rules
- An interesting, stimulating and attractive classroom
- An ordered environment where everything has its place
- A programme of work where every child knows what they are doing and their work is appropriate to their abilities
- A calm manner at all times- smile and relate
- An ability to refer to the behaviour and not the child (repair and build)
- A team spirit where staff are prepared to give support and time in offering ideas and strategies to colleagues
- An acknowledgement that problems within school is a shared responsibility.

Role of Parents

Parents have an important role in supporting staff. Most parents are willing and anxious to give this support but are not always sure how they can do this effectively. It is always helpful when parents:

- Encourage children to respect school
- Ask questions about their work and behaviour
- Show interest in their child's progress
- Praise good reports and certificates sent home
- Support Class teacher
- Visit school not just when there is a problem
- To discuss with Class teacher or Head teacher any problems which could affect their child emotionally or academically within school.
- A Home/ School Contract will be in place

Expectations from the Children

Children should appreciate that there are certain codes of behaviour, which are acceptable and generate approval. This should include:

- Learn what good behaviour means
- Learn to care for one another
- Learn to value friendship
- Develop self- confidence and raise self-esteem
- Speak to all teachers, adults and children with respect
- Understand other people's points of view- settle problems by talking, involving adults when necessary
- Achieve as much as possible in all areas of their school work
- Take care of school and other people's property
- Move calmly and quietly around school
- Follow playground rules
- Treat others as you would be expected to be treated
- Make it easy for everyone to learn by listening carefully, following instructions responding appropriately, waiting your turn patiently. When the children are asked to 'Stop and listen please,' they must stop, have eyes on speaker, empty hands, body still, voice silent and listen until the message or lesson is over.

Acceptable behaviour and hard work should always be recognised and rewarded. Reminders should be given at regular intervals to motivate children towards a feeling of success. The following rewards are used at Newham Bridge School: -

Rewards

Acceptable behaviour and hard work should always be recognised and rewarded. Reminders should be given at regular intervals to motivate children towards a feeling of success. The following rewards are used at Newham Bridge School:

- Verbal, written and physical praise
- House points
- Stickers/ Certificates/ Head Teacher Awards
- Pupil of the week awards
- Responsibility (special jobs)
- Time given to a choice of activity
- Extra playtime
- Good work assemblies

- Letter home to parents
- Display of work

A child's behaviour is deemed unacceptable when a child:

- Shows lack of respect for others including children and adults
- Shows lack of respect for their environment and the property of others
- Answers back, tuts, sighs, shrugs, mutters, and sulks.
- Refuses to work, shouts, walks away when spoken to.
- Throws things and spoils other children's work.
- Swears, verbal abuse, racial harassment, name calls, spits, uses violence, bullies, threatens.
- Runs around school, cheats, lies or steals.

Sanctions

It is important to try and help children understand why their behaviour is unacceptable. Our policy is consistent so that the children are aware of the consequences of their actions, see our STEPS procedure (Appendix A).

Whilst being consistent we are prepared to retain a flexibility to meet individual cases, e.g. a child who acts out of character, a child who is under unusual pressure due to emotional or personal problems etc. The following strategies are used to register disapproval:

- Eye contact, gesture of disapproval
- Verbal checks, calm, firm but fair
- Rationalisation, questions, discussions
- Removal of house points
- Withdrawal of privileges
- Withdrawal from group (sit on own)
- Missed playtime – supervised
- Remove to another class or a safe, supervised area.
- Report to Team Leader, Deputy or Head Teacher
- Verbal warning that continued behaviour will result in parents being contacted
- Contact parents- letter to parents.
- Report Book (Home / School links)
- Cooling off period
- Suspension

- Fixed Term Exclusion
- Permanent Exclusion


Special Needs

If a child continually misbehaves a record should be kept and this should be reported to the Special Needs Co-ordinator, Team Leader, Deputy or Head Teacher. In accordance with our Special Needs Policy a child's needs will be met through detailed I.E.P's. Where necessary outside agencies will be contacted for support and advice - these may include Holmwood School and River Tees Multi-Academy Trust.

Equal Opportunities


All children are entitled to a broad and balanced curriculum. Teachers must plan to ensure that all children whatever their ability, gender, age, religion, race, class or disabilities have access to the curriculum at a level appropriate to their learning needs. Our commitment to equal opportunities with regards to behaviour reflects our school policy for Equal Opportunities.

Appendix A – STEPS Procedure



STEPS

Discipline
at
Newham Bridge Primary School
Where Every Child Matters



STEPS – Discipline at Newham Bridge

All members of staff are responsible for the discipline of our pupils

Discipline Stages

1. Verbal warning
“This is a verbal warning.....state why.....” consistent language

2. Second verbal warning
“This is your second verbal warning.....state why/consequence.....” (Reminder of expected behaviour)

3. Time Out in class
- Child to work on task independently within the class

Immediate Time out examples
1. S swearing
2. Name calling
3. Threatening others

Time out behaviour
1. Spend time working in quiet, time out area, in class
2. Hands and feet to self
3. Keeping quiet.....thinking time!
4. Re-iterate and discuss the reason for time out
5. Child to apologise
6. Permission given to leave time out & return

4. Time out in partner class — approx 20 mins
Child to work on task independently within partner class: Teacher to phone home and speak to parents

5. Isolation to SI/DHT

Immediate Isolation examples
4. Refusing time out / Failing time out
5. Unprovoked assault - Physical violence towards others
6. Damage or vandalism
7. Stealing
8. Fighting

After isolation the child may return to the classroom. Any further problems during the lesson/day, the child is to go to the DHT, HT.


6. Sent to Headteacher


Sent to Headteacher
1. Refusing isolation
2. Failing isolation
3. Striking an adult
4. Further misbehaviour after isolation
if HT is unavailable - child to be sent to DHT

7. Fixed term Exclusion

Immediate exclusion examples
1. Verbal threats to an adult
2. Leaving the school site
3. Striking an adult
4. Further misbehaviour after HT

8. Permanent exclusion





STEPS – Discipline at Newham Bridge

GOLDEN RULES

We are gentle
We don't hurt others

We are kind and helpful
We don't hurt anybody's feelings

We are honest
We don't cover up the truth


We listen
We don't interrupt


We work hard
We don't waste time

We look after property
We don't damage things

Lining up
1. On hearing the whistle, stop
2. Walk to the line
3. Join the end of the line
4. Leave a 'person' space
5. Stand in a straight line
6. Keep silent
7. Keep hands and feet to self
8. Keep body still
9. Wait for the teacher

Lunchtime Behaviour
1. Follow the golden rules
2. Follow instructions from adults
3. Walk indoors
4. Show lining up skills
5. Give attention when asked
6. In the dining hall, stay seated until finished
7. Use good table manners
8. Use an 'inside' voice
9. Ask for help by putting hand up.





STEPS – Discipline at Newham Bridge

Praise, Body Language and Expression

Give me your attention please – gain attention through whole school

Give positive praise and feedback that the children understand

Smile- don't forget that children pick up on your mood and attitudes

Eyes – have good eye contact

Voice – tone of voice has an effect on children

Words – use kind words

Posture – relax

Routine

Children find routines safe. Unexpected changes in routine can cause confusion, anxiety and anger. Inform the children of any changes throughout the day. Find time to evaluate and reflect on what has happened or what the children have learned during the day


Emotional Environment

The ambience in a classroom can have an effect on children. If a child feels welcomed, considered, liked and valued, then it is much more likely that they will respond by co-operating with the wants and needs of the adults.

Physical Environment

Where there is a highly stimulating environment, most children will learn from it. For a few however, the stimulation can be confusing with too much information to take on board. Each area should have a clear purpose and be neatly presented. An organised room will encourage orderly work and behaviour.

Display the children's work to boost confidence and celebrate all children's achievements.



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