



NEWHAM BRIDGE PRIMARY SCHOOL BEHAVIOUR POLICY

Reviewed: March 2019

Review Date: March 2020

Signed: _____ Headteacher

Signed: _____ Chair of G.B. Raising Achievement Committee

INTRODUCTION

Newham Bridge Primary School aims to provide an attractive, 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 provide a consistent approach to behaviour management
- To involve staff, children, parents and governors in promoting this policy
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave

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
- To recognise the impact of their behaviour has an effect on the feelings of others

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
- 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.

We have 6 golden rules at Newham Bridge

- 1) We are gentle**
- 2) We are kind and helpful**
- 3) We listen**
- 4) We work hard**
- 5) We look after property**
- 6) We are honest**

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.

EXPECTATIONS FROM THE CHILDREN

Children should appreciate that there are certain codes of behaviour, our golden rules which are acceptable and generate approval. In demonstrating the golden rules in school the children will

- 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

- 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 wildly around school, cheats, lies or steals. Eats sweets, chews gum.

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. 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

We operate our STEPS stages policy.

STEPS – Discipline at Newham Bridge

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

Discipline Stages

1. Warning / Reminder of expected behaviour

2. Time Out in class

3. Lose Golden Time

Golden Time is 30 mins from 2.30pm on Fridays. If Golden time has been lost children are to report to the HT office for lost amount of time.
Good behaviour should continue during Golden Time – STEPS applies

4. Time out

Immediate Time out

1. Swearing
2. Name calling
3. Threatening
4. Hitting / Physical violence towards others

Time out behaviour

1. Spend three minutes in a quiet time out area
2. Keep still
3. Hands and feet to self
4. Keep silent.....thinking time!
5. Re-emphasise reason for time out
6. Child to apologise
7. Permission to leave time out

5. Isolation to partner teacher

6. Sent to partner teacher

7. Sent to PSA/Deputy Headteacher

Immediate Isolation

1. Refusing time out
2. Failing time out
3. Leaving area without permission
4. Defiance
5. Unprovoked assault
6. Damage or vandalism
7. Stealing
8. Fighting

After isolation the child may return to the classroom. Any further problems during the lesson or the day, the child must be sent to the PSA, DHT, HT.

8. Sent to Headteacher

9. Fixed term Exclusion

10. Permanent exclusion

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

Immediate exclusion

1. Verbal threats to an adult
2. Leaving the school site
3. Striking an adult
4. Further misbehaviour with HT

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, advice and guidance.

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 or disability 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 Equality Objective document.

This policy will be reviewed in March 2020