



EXETER ROAD COMMUNITY PRIMARY SCHOOL BEHAVIOUR POLICY

The establishment and maintenance of good discipline within a stable and orderly school environment is essential to the provision of sound education for all pupils and to securing high standards in schools. This is the responsibility of parents, staff and all pupils. The need to develop standards of acceptable behaviour among young children when they first start school is of paramount importance. Good behaviour facilitates effective teaching and learning, in an environment where children feel secure. It is equally important that the curriculum meets the needs of every individual child; and that equal opportunities are available to all.

Guidelines.

PROMOTING GOOD BEHAVIOUR.

1. At Exeter Road Community Primary School we expect everyone to act with courtesy and consideration to others at all times, treating others, as they would like to be treated themselves. We aim for the whole school community to respect all its members, regardless of gender, ability, race, religion or disability or status.
2. Good behaviour should be developed through positive attitudes and praise leading to self-discipline and high self-esteem. Praise is most effective when the pupil is fully aware of the reasons behind it. Good behaviour can also be rewarded by Team Points, the 'Golden Badge Assembly' and a variety of individual class systems. People in the school should feel valued by others.
3. All children and adults in the school should be aware of what constitutes acceptable, desirable behaviour. It is important for adults to notice good and considerate behaviour. All children should be involved in agreeing what constitutes acceptable behaviour. This will be rewarded by words of praise and encouragement. All adults working in the school (including volunteer helpers) are responsible for school behaviour and should feel free to remind children of appropriate behaviour in a way which is supportive to the class teacher.
4. Children are expected to listen when adults or other children are talking to them, individually or as part of a group. When speaking or listening to children, adults should set a good example by doing so, or acting with respect, consideration and politeness. It is recognised that talking in a calm and quiet manner is more effective than using a raised voice. We expect the children to speak and listen to others in the same way.
5. We expect movement around the building to be orderly and quiet, to avoid disturbing other people who are working. People should walk in the corridors and speak quietly. They should be courteous to visitors.
6. Children will be helped to behave appropriately according to the activity they are undertaking. e.g. before and after assembly they need to be silent and listen to the music to ensure a calm reflective atmosphere for the act of worship or reflection.
7. We recognise that good staff relationships provide a positive role model for pupils.
8. Expectations in terms of the children's work should be at the correct level. Work that is either too challenging or insufficiently challenging leads to frustration and disaffection.
9. The school encourages children to be responsible for their own possessions and respect the property of others. In the class, they are expected to become increasingly capable of organising themselves and becoming self-sufficient. For example, the organisation of the room should be such that children are able to select appropriate equipment for a task and put it away tidily when they have finished.
10. The children are expected to take an active role in treating with care and respect the whole school environment.

DEALING WITH POOR BEHAVIOUR

No school will be without mischievous, over-exuberant or disruptive behaviour therefore there are a range of strategies for dealing with unacceptable behaviour.

Bullying in any form is one of the most unacceptable forms of misdemeanour and will be dealt with promptly and very firmly. (This is dealt with in a separate policy)

The school has a procedure for recording and monitoring individual children's behaviour which is causing concern. Parents may have a copy of the procedure on request.

Individual behaviour is monitored using both the tracking sheets and communication between all staff, at least weekly. Overall behaviour is monitored by the Head and Deputy Head on a half term basis.

Dealing with poor behaviour

The aims of the system are:

- To provide a clear consistent system for tackling poor behaviour across the school;
- To enable management to closely monitor behaviour of classes and individuals.

How the system works:

- First Incident of Misbehaviour – child is warned formally and verbally and the W on the class tracking sheet is circled.
- Second Incident of Misbehaviour – the child is told that they have a yellow warning and the Y is circled on the tracking sheet. There are 2 Ys on the tracking sheet in case the behaviour is spread over more than one session.
- The Third Incident of Misbehaviour – the child is informed that they now have a red card, which means a lunchtime detention. The "R" on the tracking sheet is circled. If the child is still causing disruption then he/she is sent to the paired class.

Here is an example of how this works:

A child is misbehaving in class; the teacher looks at the child, raises eyebrows and tells them that, if they don't make the right choice then they will get a WARNING. Hopefully, at this stage most children will make the right choice.

If the child continues with the poor behaviour then the teacher says 'I am now giving you a WARNING, if you carry on you may get a YELLOW CARD', the warning is recorded. Again this is another opportunity for the child to make the right choice.

If the poor behaviour continues then the child will be given/shown a YELLOW CARD, again this is recorded, and the teacher will give them the option to make the right choice or get a RED CARD. If the child is still persisting with the poor behaviour then the teacher will issue the child with a RED CARD and a lunchtime detention with the Headteacher or a senior member of staff, all of which is recorded. The child may also be asked to leave the room if they are disrupting the learning of others.

This could happen within one lesson or over the course of the day but the child will start the next day with a clean sheet unless they were issued with a RED CARD in the afternoon session of the previous day in which case they will have to report to the Headteacher or senior member of staff on duty at lunchtime.

Children who get a RED CARD will, with help, write a letter to their parents or carers stating what they did to be issued with one. The letter will be sent home with the child with a reply slip.

Parents/carers will be expected to speak to their child about the incident(s) and complete the reply slip, adding their own comment if they wish.

For more serious forms of unacceptable behaviour, such as refusing a reasonable request by a member of school staff or hurting another child, then a YELLOW or RED CARD will be instantly issued.

If a child receives three RED CARDS within a school half term then Mr Gosling will ask to see parents/carers to discuss their behaviour, the Headteacher may also ask to see parents if there are a number of WARNINGS or YELLOW CARDS recorded against a particular child, these may also be discussed during Parents' Evenings.

Meal Time Assistants will have their own record sheet for recording children's behaviour at lunchtimes so that if they are asked to do something by a Meal Time Assistant and they don't comply then they could be given a WARNING, YELLOW then RED but this is separate from the class system.

If your child has a Statement of Special Educational needs it may be that this system is not used in the same way as with the majority of pupils at the school. If your child has a Statement of SEN it is possible that they will have their own Individual Behaviour Plan, how this works should be discussed with you individually.

Straight to Red Card

Any serious incident of misbehaviour, e.g. fighting, would result in an instant Red Card.

Lunchtime Detention (Red Card)

This will be in a designated room where the person on duty will supervise any children attending. During their time there, the children will complete a letter template to their parents informing them as to what they have done and may receive some further input from the Head or Deputy. Any pupil receiving three or more Red Cards in a half term will have their parents invited for a meeting to discuss their behaviour.

At the end of each week the tracking sheets are to be passed to the Headteacher.

BEHAVIOUR PATHWAY

Remember the class rules

Listen to your teachers

Play sensibly

If you misbehave we will record

your behaviour

1. First you will be warned (W)

2. If you continue to misbehave you will get a yellow card (Y)

3. If you STILL continue to misbehave a Red Card will be given (R)

A Red Card means a lunchtime detention!

A Red Card means a letter home to parents!

Serious incidents or fighting
is an instant Red Card!

In the case of persistent unsatisfactory behaviour or serious misdemeanour, parents and where appropriate the pupil will be invited for an informal discussion, when possible reasons for the behaviour will be explored. If significant improvements do not take place then parents will be brought in for a formal meeting with the Head or Deputy Headteacher. It is hoped that parents, pupils and teachers can together resolve the problem.

The school reserves the right of exclusion as a last resort. Corporal punishment has no place in the school.

PROCEDURES FOR DEALING WITH VIOLENT BEHAVIOUR

Violent behaviour, either physical or verbal, is considered to be unacceptable and unnecessary. We will work with pupils and parents to help pupils to resolve conflict by peaceful means.

A physical assault by a pupil on any member of the school community must be reported to the Head Teacher. A written report must be made in the incident book kept in the office and the relevant report forms completed.

A meeting should be held as soon as possible after the incident and should include the class teacher, Head Teacher or Deputy Head, the parent/carer and the pupil. The purpose of the meeting is to:-

- i) emphasise the seriousness of the incident
- ii) look for causes
- iii) inform all parties of the consequences of a repeated incident.
- iv) look to support the pupil in avoiding similar behaviour

If pupils are involved in frequent acts of minor verbal or physical aggression, records will be kept by the class teacher.

In exceptional cases a pupil will be temporarily excluded from school without an initial warning and without a meeting with parents.

Staff may use physical intervention in order to avert immediate danger to:- a young person, other people or property of other people. (For further details see - Guidelines for the Use of Physical Restraint in Devon Educational Establishments).

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