



Behaviour and Citizenship Policy

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Name of person responsible for this policy	Christopher Fulton
Other related policies	T&L, SEN, Pastoral Care, Safeguarding, Anti-bullying
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Definition of Terms

AfL – Assessment for Learning
SEN – Special Educational Needs
VP – Vice-Principal
FS – Foundation Stage (P1 & P2)
KS1 – Key Stage 1 (P3 & P4)
KS2 – Key Stage 2 (P5 – P7)
HOKS – Head of Key Stage

Purpose

Our policy is based on the principles of mutual respect, self-control and proper regard for others. The aim is to create a safe, happy and secure environment in which children learn consideration and respect for others.

In all of this, strong emphasis is placed on fostering positive relationships between staff and pupils and on the co-operation and support of parents as the attitude of parents can have strong influence on the pupil's response to authority and rules in school.

The purpose of our school's policy for behaviour and citizenship is to:

- **Encourage and praise good behaviour;**
- **Prevent and discourage inappropriate behaviour;**
- **Deal with inappropriate behaviour in a fair and consistent manner.**
- **Develop behavioural skills in the pupils that will benefit both them and the community in which they live and learn.**

The basic aims are:

- To develop in our pupils a sense of self-discipline, and an acceptance of responsibility for their own actions. Every classroom therefore discusses and displays class and school rules, rewards and consequences. This is a positive inclusion of all pupils in the process, as well as being a constant reinforcement and reference point for all pupils.
- To create the conditions for an orderly community in which effective learning can take place and in which there is mutual respect between all members.
- To build positive pupil/teacher relationships as the key to classroom control and a positive teaching and learning environment for pupils.
- To establish good standards of behaviour. This is a whole school matter - a corporate responsibility of staff, in partnership with parents and pupils themselves; The pupils operate committees and a playground 'Buddy System'.
- To implement and review a clear policy which is fair and consistently implemented. The policy should be understood and endorsed by the whole staff and has been properly and fully communicated to pupils and parents.
- The school principal gives a strong lead in taking a positive view of pupils;

- That pastoral care is an integral part of all teachers' work.
- To devise and implement a curriculum that has been reviewed and deliberately structured towards the more active involvement of pupils in their learning and in planning their learning. The curriculum should teach pupils to have an acceptance of more responsibility for their own progress and more opportunities for positive achievement in all aspects of school life.
- That sanctions for misdemeanours are clear and communicated to all involved, but subject to constant review; in particular staff are encouraged to appreciate the objectives underlying the rules and to apply them fairly and equitably;
- That special emphasis is placed on dealing with problems at their point of origin;
- That regular contact is maintained with external support staff in the E.A. Region and other bodies, and their direct assistance is available if needed;
- That behaviour patterns are monitored and regularly assessed to identify and address any particular trends.

Procedure

Tension free discipline

To encourage good behaviour and prevent inappropriate behaviour we believe in modelling. Tension free discipline is designed to ensure that there is clarity and consistency in all classes and to provide a framework that is explicitly known to all children. It should be simple to operate and proportionately stepped.

It is vital that the class teacher takes prime responsibility for the standards of discipline within their own class, models these and applies the standards consistently. Part of the object of this is to ensure that there is consistency of approach across the school – by so doing we lower the stress levels for staff in that they know exactly what has to be done at each step.

It is also vital that we all take responsibility of general standards of discipline all around the school- in the corridors- in the playground etc. Again, with a consistency of approach, all children will realise that all the rules apply to them equally.

Strategies to encourage positive behaviour and good citizenship include:

- Classrooms operate a cloud/traffic light system to encourage good behaviour conducive to learning;
- The school operates a yellow/orange/red card strike system throughout;
- Marking for improvement/differentiated work/extension tasks to promote successful learning;
- Every classroom displays a Big Picture of the Day (visual timetable) to focus efforts;
- Success notes- (a note home to inform parents of good behaviour/success)
- SEN Prompt Cards to promote sustained effort and achievement for those with SEN.

Positive Reward

Since the aims will best be achieved in a safe, happy atmosphere, in our behavioural system the emphasis will always be on the positive approach of encouragement and praise, rather than on the more negative one of criticism and punishment. Criticism of the behaviours should always include advice on how to improve.

Rewards and sanctions all centre around the Golden Rules:

Do be kind and helpful	do not be unkind or unhelpful
Do be gentle	do not hurt other people
Do listen	do not distract or talk over others
Do work hard	do not be deliberately idle in class
Do be honest	do not tell lies
Do look after property	do not damage property

Praise can be given in many ways. It may be but not only:

- a quiet word of encouragement;
- an exercise book comment, either in general terms (“Well done”) or in a more detailed way (picking out specific points or ideas that deserve mention - AfL)
- by a positive reward system including assembly Star Pupil award/photographs and pupil displays on notice boards.
- Getting a star pupil ticket (FS/KS1) or a pupil of the week badge (KS2)
- public acknowledgement (class, house or assembly presentation)
- by giving responsibility such as P7 ‘Buddy’ systems
- by grading and assessing behaviour as well as work
- in school reports/letters/praise notes sent home
- awarding house points to children for displaying good behaviours

Classroom Management

Good discipline requires good classroom management. The attitude of all staff is crucial, since it is they who determine the environment in which positive teacher/pupil relationships can develop. They should consider themselves responsible at all times for the behaviour of all pupils within sight and sound, whether teaching them or not.

Parental involvement

Parental involvement is an important factor. Parents cannot simply choose to resign from their continuing responsibility for their children when at school. Teachers have the right to expect parental support, and parents have a moral duty to reinforce the efforts of teachers in establishing and maintaining good classroom discipline. Should you wish to contact school about matters of discipline please phone the school office to make an appointment to speak to a class teacher or refer to the concern/complaints policy and procedure to be found on the school website or in the school office upon request.

What is inappropriate behaviour?

Behaviour that may incur sanctions is listed below: (this is not a definitive list as there may be occasions where other behaviours need to be dealt with).

1. Disruptive behaviour in class.
2. Misbehaviour during break/lunch time.

3. Abusive or offensive language used to any pupil.
4. Injury deliberately caused to another pupil
5. Deliberate damage caused to property
6. Failure to present homework(s) or schoolwork to a totally acceptable standard.
7. Inappropriate behaviour while coming into or leaving from school grounds
8. Inappropriate behaviour when representing school or in the community whilst in school uniform.
9. Unauthorised or inappropriate use of mobile phones/other communication devices.
10. Failure to conform to the uniform code.

Significant Incident

A significant incident may result in an enhancement of the strike system (see below). A significant incident may include but is not only – hitting/scrabbing/slapping to the head, prolonged fighting, putting other pupils in harm's way, abusive language used at a member of staff, hitting or pushing or threatening to hit or push a member of staff, running away or threatening to run away from class/staff/school, deliberately damaging school property, non-compliance and any other incident that at the discretion of a staff member is deemed to be significant.

Mobile Phones

Parents and pupils will know that mobile phones should not be brought to school, unless under exceptional circumstances and then must be accompanied by a parental letter and then they will be stored safely in the school office. The phone will be signed in and out of the office and will not be accessed during school hours.

Reasonable Force

Where necessary, reasonable force will be used to restrain a child if there is a perceived danger to the child or to another child or a member of staff.

Strike System

Strikes can happen as a result of a repeat of similar, or a combination of, inappropriate behaviours.

Cloud/traffic light

1. In the first instance of minor inappropriate behaviour (not a significant incident) or concerns about work produced the teacher will remind the pupil of the rules and expectations of Victoria Primary School (VPS). This will provide the pupil with clear information as to what has happened that is unacceptable and a clear explanation of what needs to be done to rectify. If required the teacher will use behaviour modification strategies including the cloud/traffic lights to help the pupil rectify the offending behaviour. The pupil then has opportunity to rectify the offending behaviour. If the teacher believes that there is a pattern of reoffending behaviour or there are other behavioural or work issues that occur within 1 week FS/KS1 or within 2 weeks for KS2 then they will operate the strike system.
2. 1st strike – Within 1 week FS/KS1 or 2 weeks KS2 from first incident. The teacher will issue the first strike. They will explain to the pupil the offending behaviour and remind the pupil of school rules and expectations. Behaviour modification strategies will be employed. Teachers will record the incident in their behaviour record and the pupil

will sign the record. The teacher will send a note home to inform the **parents/guardians** of the behaviour giving them a chance to respond.

3. 2nd strike – Within 1 week FS/KS1 or 2 weeks KS2 from 1st strike. Teacher will issue 2nd strike. They will explain to the pupil the offending behaviour and remind the pupil of school rules and expectations. Behaviour modification strategies will be employed. The teacher will record the incident in their behaviour record and the pupil will sign the record. The teacher may use a sanction (1 – 4) as appropriate to the behaviour (see list below). The teacher will send another note home to **parents/guardians** or make a phonecall to speak directly about the incident giving them a chance to respond.
4. 3rd strike – Within 1 week FS/KS1 or 2 weeks KS2 from 2nd strike. The teacher will issue a 3rd strike. The teacher will report the behaviour to the Vice Principal with documentation. The Vice Principal will write a formal note home/make a phone call informing **parents/guardians** of the offending behaviour. Sanction/s (1 – 8) will be used by the Vice Principal as appropriate to the behaviour (see list below) and the **behaviour monitor** will be started (see below). The **parents/guardians** will have an opportunity to respond.

Behaviour Monitor

Once a child has received 3 strikes, a behaviour monitor is now in place, 1 week FS/KS 1, 2 weeks for KS2. The teacher needs to be able to demonstrate to the Vice Principal what strategies have been put in place to change the behaviour. This monitor allows the Vice Principal to assess the daily/weekly behaviour of the pupil. The Vice Principal will inform the **pupil/parents/guardians** when they have finished the behaviour monitor and the pupil will sign the monitor. When the child has completed the duration of the monitor they return to a clean slate. Teachers will keep the Vice Principal informed about any further inappropriate behaviours of a child on a behaviour monitor during this period. During the time of the behaviour monitor if the child has another incident of inappropriate behaviour then a 4th strike will apply.

4th Strike

If an additional incident occurs during the behaviour monitor then the Principal will phone the **parents/guardians** requesting a formal interview. At this meeting behaviours will be discussed. The Principal will discuss further sanctions (1 – 8) to be employed to modify behaviour and the monitor will be extended accordingly. If the behaviour does not improve to a satisfactory standard subsequent to this meeting, further serious sanctions may be applied (see list below).

Sanctions

At all times examples of good behaviour are praised, encouraged and rewarded, but at times sanctions have to be used for unacceptable behaviour to ensure a safe and happy learning environment for all.

We operate a cloud system (FS/KS1) and a traffic light system (KS2) for minor classroom behavioural infringement such as being inappropriate during learning time, minor disruption, or not completing work. For more serious and persistent infringements of school rules we have the aforementioned 3 strike system.

All sanctions must be based on the Golden Rules as explained above. Sanctions are to be used in accordance with the procedure outlined above. They are mostly sequential but can be repeated or enhanced at the discretion of the HOKS, VP or Principal.

Sanction to be used in conjunction with the strike system.

1 – 4 to be used by classroom teacher

1. Strike warning cards. Reminder of rules and expectations.
2. Loss of Golden Time (or part thereof).
3. Breaktime detention.
4. Lunchtime detention.

5 – 8 to be used by HOKS/VP/Principal

5. Series of detentions.
6. Withdrawal of privileges including afternoon clubs or after school activities but not curricular activity.
7. Withdrawal from representation of the school in music or sports etc.
8. Barring from school during lunchtime.

9-10 – to be used by the Principal / Board of Governors

9. Suspension. Preceded by written notification/formal invitation to meeting regarding reasons for and duration of suspension in line with E.A. regulations. A pastoral meeting with parents, staff and pupil will take place prior to the pupil concerned returning to school to establish a home school agreement and outline expectations in line with school behaviour policy.
10. Permanent exclusion. Actions taken in line with the E.A. policy.

Breaktime/Lunchtime detentions

At breaktime pupils who have received a detention will sit in the school entrance hall and be supervised by Mrs Moffett/Mrs Clarke.

At lunchtime, FS/KS1 children will be sent to Mr Fulton's office and, if applicable, will have to undertake something useful for the school.

KS2 children will be sent to Mrs Orr's class and, if applicable, will have to undertake something useful for the school.

Breaktime/Lunch time sanctions in the playground

If children misbehave at breaktime or lunchtime in the playground they will be placed in a Time Out Zone by the member of staff on duty for an appropriate duration. The length of time will be determined by the member of staff on duty. The child's teacher will also be informed by the member of staff on duty so that the behaviour may be recorded.

Special Educational Needs

As a mainstream school we expect the highest standards of behaviour from all our pupils, but recognise that there will be occasions when some of our children with SEN may break a rule or behave inappropriately as a direct result of their condition. We will continue to expect high standards and will implement our behaviour policy as outlined above, making reasonable, fair and appropriate accommodations for those children with SEN.

Nursery Procedures

These procedures are sequential but can be enhanced if required.

1. The pupil is reminded of the rules by the class teacher/nursery assistant.
2. If it is necessary to repeat a warning, upon the third reminder a “time out” will be instigated. The pupil will be led from the area where they were playing and will sit on a chair in the vicinity of a staff member for a period of 3 minutes.
3. The pupil’s **parent/guardian** will be informed at the collection time or via the telephone if this is not possible about the behaviours leading to the ‘time out’.
4. A **parent/teacher** interview will be requested by the nursery teacher if inappropriate behaviour persists.
5. A meeting with the **parents/Vice- Principal/Principal** will be requested should the inappropriate behaviour persist further.

Anti Bullying Policy

Purpose

Bullying is unacceptable behaviour. It can happen in any school and many young people can be involved at times. Victoria Primary School is committed to creating a safe environment where young people can learn and play, talk about their worries, confident that an adult will listen and will offer help.

We will make it clear to pupils, staff, parents and governors that when bullying happens we will work as a community in accordance with the policy set out in this document to help both the people who are harmed and the perpetrators. We will ensure the safety of the victim and do our best to support improved behaviour from the bully.

This policy outlines two quite separate responses to bullying.

1. Prevention – the work we plan to do to reduce the frequency of bullying.
2. Reaction – the strategy that we will use when bullying happens.

Definition of terms

Bullying can be described as being;

‘a deliberate, persistent act, or series of acts, done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name calling, teasing, threats and extortion, through to physical assault on persons and/or their property.

Procedure

Prevention – A Whole School Approach

The Adult as a model

- All staff teaching and non-teaching will not misuse a position of power to dominate the students in this school.
- We will avoid:
 - Sarcastic comments
 - Derogatory nicknames
 - Dominating and humiliating behaviour
- We will listen to students when they are willing to talk about bullying.
- We will be sensitive to a student’s need for privacy and respect.

What we expect of the pupils

To follow the Golden Rules

To respect each other’s rights to:

- Be physically safe
- Keep their own possessions and money
- Be free of insult, name calling and teasing
- Be able to associate with other young people for company and friendship.

To take responsibility for:

- Physical safety of others
- Security of everyone's personal possessions and money
- Ensuring that everyone is free from hurt by name calling and teasing.
- Including all pupils in play and learning activities.

In the day to day life of school

The values outlined in this policy will be maintained by a continuing programme of reference in the curriculum and in the day to day life of the school (see T&L policy and Discipline Policy). This programme will include:

- An annual high status day given over to activities and learning about bullying
- Regular sessions of Circle Time related to friendship and bullying
- Drama activities presented by pupils (e.g. in assembly – golden rules) or by visitors
- Writing, rap, artwork displays in school focussing on golden rules
- A focus on using a range of teaching strategies to encourage discussion, group work and cooperative learning.
- A focus on playground behaviour and the involvement of playground buddies (Y7 pupils) to encourage a more structured and all involving approach to lunch time.

Reaction – dealing with incidents of bullying

The two aims of any interventions will be:

1. To make the victim feel safe.
2. To encourage better behaviour from the bully, colluders or observers.

In all reported incidents (whether by parents or pupils) staff should listen, accept and respond accordingly. This may involve a discussion with the victim and the perpetrator.

If a staff member feels that there is an issue that they cannot resolve or that the incidents are reoccurring they will inform the Vice Principal or Principal.

At this point the Vice Principal or Principal may in consultation with the Pastoral Care Coordinator and with the relevant parents introduce the No Blame Approach (a small group discussion to explore how children think and feel).

This approach acknowledges that bullying is an antisocial behaviour resorted to by inadequate people. Therefore we must respond in a manner that encourages them to behave more appropriately. Increasing their anxiety and alienation from us is not likely to work. To express sympathy with the victim and anger towards the perpetrator does not change behaviour and does not achieve the best outcome for the victim.

The seven steps used in the **No Blame Approach** are outlined below.

1. Talk with the victim – allow them to express their thoughts and feelings. Discuss the possibility of using the No Blame Approach.

- Ask the victim to suggest names of children who could participate. It should include those accused of bullying and also friends of the victim.
 - If appropriate invite the victim to produce a piece of writing or a picture that will illustrate their unhappiness (they will not be part of the group unless they wish to attend).
 - Offer the victim the opportunity to talk again at any time during the procedure if things are not going well.
2. Meet with the group of pupils – A group of 6 – 8 works well
 3. Explain the problem – Use the piece of writing or picture to explain how the victim, eg John is feeling. Do not allocate blame.
 4. Share Responsibility – State explicitly that no-one is in trouble but that we all have a responsibility to ensure that ‘John’ is safe and happy and that is why the group has been brought together.
 5. Ask the group members for their ideas – How could they help ‘John to feel more a part of the class? What could they do to help him? Eg play with him in the playground at lunch time.
 6. Leave it up to them – Place the responsibility on the group to solve the problem and arrange to meet them the following week.
 7. Meet with the pupils again – Discuss how it has been going individually with each group member. Spend time with the victim.

Parents will be kept informed of any progress and we will reassure the victim that they can talk at any time if they have any further problems. The victim does not have to become the most popular person in school, just to be safe and happy.

If the above approaches are unsuccessful then sanction 5- 10 will be invoked (as agreed with the Principal) as set out in the discipline policy procedure above.