

NORTHSIDE PRIMARY SCHOOL

BEHAVIOUR POLICY

Rationale

All adults working at Northside School wish to promote good behaviour in all pupils to maintain a happy, secure and effective learning environment. The quality of teaching and learning depends upon a successful whole school approach to behaviour.

Aims

- to promote positive behaviour and high self-esteem
- to ensure consistency of approach across the school, taking into account the different needs of the children
- to ensure that the policy is clearly understood and practised by pupils, parents, governors and all staff involved in the school
- to ensure that the school provides a secure and supportive environment, promoting a sense of belonging
- for staff to know the children and be aware of and sensitive to social, cultural, emotional, physical and gender factors which may influence behaviour
- to ensure that inappropriate behaviour is dealt with quickly and in a calm manner
- to encourage children to accept responsibility for their behaviour and make appropriate choices
- to have an agreed structure for rewards and sanctions and a healthy balance between the two.

Promoting Positive Behaviour

A whole school holistic approach to positive behaviour is adopted at Northside School. A great emphasis is placed on ensuring that the children have a pleasant and stimulating learning environment in which to work and play.

Adults and teachers are encouraged to use positive language such as 'please walk' rather than 'do not run'. Similarly, in class, there may be occasions when minor disruptive behaviour is deliberately ignored and a peer's good behaviour is rewarded.

A Learning Mentor is also employed to work with groups and individuals in helping them overcome any difficulties or issues that they might have.

SEAL (Social & Emotional Aspects of Learning) and PSHE materials are also used by all teachers.

Specific staff have also been trained in the 'Restorative Justices approach to overcoming conflict', where all those affected by an incident have an opportunity to reflect and seek solutions.

Northside Code of Behaviour

- We don't hurt anyone
- We always try our best
- We respect everyone in school
- We look after everything in school
- We always tell the truth
- We give other people a chance

Strategies to improve negative behaviour

At Northside all staff use whole class reward system to promote positive behaviour and raise self-esteem e.g. marble jar, golden time, table points, behaviour charts, raffle tickets for good behaviour and trophies and teddies for lining up.

Before embarking on a whole class system the class must agree a list of appropriate rewards i.e. additional time in ICT, PE, Art, sitting next to a friend, watching a short DVD.

There are many ways to promote positive behaviour and staff use a range of reward systems including written comments on work, telling parents/carers, stickers/stamps/raffle tickets, giving pupils responsibility, a mention in the weekly celebration assembly or a nomination for the year group trophy each half term. Teachers will also use circle time to encourage pupils to praise each other.

Sanctions

When sanctions are necessary the following guidelines will be followed: (This needs to be consistent in every class, either have the traffic light system or the yellow and red cards)

- sanctions will be given as soon as possible after the event
- teachers will always ensure that the child fully understands why a sanction has been given
- individual circumstances and needs of pupils will be taken into account. The SENCO will give advice on individual children with emotional and behavioural difficulties
- pupils will not be sanctioned for situations beyond their control e.g. being late, forgetting slips, forgetting money, forgetting swimming or PE kits. However they may be asked to complete homework during the school day if not completed at home.

Head teacher's Sanctions

The Head teacher may:

- Exclude the pupil from the playground at break times (supervised)
- Temporary exclude the pupil from the school at lunchtimes
- Not allow a child to take part in a school outing or journey
- Temporary or permanently exclude a pupil (internal or external).

Physical Intervention

The senior management and other members of staff have been trained on the use of restrictive physical intervention. However, where a child is in danger of hurting either themselves or someone else, all adults are legally obliged to intervene. Incidents must be recorded on the controlled stationery (kept in office) and a copy sent to the London Borough of Barnet.

Classroom, Playtime & Dining Room Rules/Code

At the beginning of the school year each class discusses and agrees their classroom rules to promote a safe and happy environment. The rules should be referred to at the beginning of each half term and reinforced as and when necessary. See appendix 1 for specific details.

During PPA time each class will have a behaviour book that accompanies them. This will enable the class teacher to have an overview of any incidents that may have occurred.

Appendix 1

Playtime Code

Wet Play

Teachers regularly remind children that wet play is different from outdoor play. Children need to consider the limited space, noise and the way they move around.

Each class will have wet play activities available appropriate to their age range to be used in a designated area

For health and safety reasons, during wet play the following rules should be followed:

- children are not allowed to use sharp implements such as scissors, compasses, DT tools, staplers, paper cutters etc
- no access to the internet
- no messy play equipment to be used i.e. water/sand trays, paints, glue, home corner during playtimes (however, these can be used during lunchtimes)
- lunchtimes MTS and Y6 monitors stay with classes, see rota
- wet play books can be used
- during break T.A. will stay with their class; teachers on duty will patrol designated areas
- pupils to remain in their own classes under supervision
- pupils to ask permission to go to the toilet or have a drink
- pupils to tidy up before the end of play. Staff on duty will need to give a 2-5 minute warning and organize.

Playground

To help the children:

- the staff should be watching for potential incidents and diffuse them before they start
- all staff to remind children to walk to and from the playground and children to be led out by the teacher responsible
- the staff should come out promptly once bell is about to ring.

To signal the end of play:

- a bell will be rung once for tidying up and again for lining up
- the children will line up in their class rows

The adult on duty will select the 'best' class and award a teddy (KS/1) or a trophy (KS2) - brought out by monitors.

Children may have fruit at playtimes.

In KS2 monitors are in charge of equipment i.e. skipping ropes and they are responsible for putting away. In KS1 the adults on duty put the equipment away safely.

Children may use the fixed apparatus (slides etc) on their allocated day/s (a timetable will be displayed).

Dining Hall

The children should:

- come into the hall and leave in a orderly manner under the direction of an MTS
- wait patiently and quietly at the serving point with an MTS
- stay seated whilst eating and eat sensibly and politely
- keep all food inside the hall
- put up hand to ask for permission to leave
- clear away unwanted food and equipment.

KS1 children to be led out at lunchtime into the playground by MTS.

Before School

Two members of staff will be on duty in the main playground from 8.35 am.

Children are not allowed on site before this time unless attending the breakfast club at 8.00am or set pre school clubs.

Children should:

- not play running games before school (due to the number and age of the children present)
- go straight into the main playground and wait for the bell
- play sensibly or talk with friends (no apparatus or equipment to be played with i.e. slides, balls, skipping ropes etc)
- line up with their class when the bell rings
- only enter the building if they are a school monitor or it is wet.

Staff should:

- lead their children in immediately – please be prompt!
- remind parents to make an appointment at the end of the day should they wish to discuss matters- please do not encourage parents to engage in long conversations about their children, this is valubale teaching time.

Parents should:

- say goodbye to their children before they line up
- tell their child to assemble quietly inside the school when it is raining-
Reception children straight into class during the first half of the autumn term. Small hall thereafter.
KS1 to the small hall
KS2 to the large hall

Children will be supervised by a member of staff in each hall. For health and Safety reasons, parents must not stay in either hall.

Nursery

Parents should:

- Bring their child into the nursery classroom via the Percy Road entrance. (If they have another child in reception – year 6) they should drop the older child/children off in their playground first.

After School

Children should:

- walk quietly out of class with their teacher and leave the building through the doors leading onto the main playground
- remember to pick up all their equipment so they do not need to come back into the building
- wait with the class teacher until their parents arrive.
- inform the class teacher whom they are going home with and point them out.

Children travelling home independently must also remind the class teacher that they are leaving (a prior arrangement must be set up via the office).

Parents should remain in the playground and wait for their children to arrive.

Children attending after school clubs should take all their equipment from class and walk to their agreed meeting point and wait quietly and sensibly.

Children not picked up at 3.30 must wait in the entrance hall with the adult on duty. A late register will be kept.

Classroom Sanctions

1. A warning of the action that will be taken if behaviour continues.
2. After 3 warnings they miss a part of their playtime at the discretion of the staff member (this is to be supervised by that staff member). This is logged in the class behaviour book.
3. Time out in class, the child will be asked to sit on a separate table – where behaviour is logged in class behaviour book.
4. Time out in another class with work and parents informed by the class teacher – where behaviour is logged in class behaviour book.
5. If behaviour doesn't improve – sent to a member of SLT – this is logged in the behaviour book.
6. Senior staff to inform parents to discuss a home/school strategy if necessary
7. Parents called in for meeting with Headteacher.

N.B. A red triangle system will operate in school on those occasions when another adult is needed.

Possible Playground Sanctions

- A private warning and a reminder of action that will be taken if a certain behaviour continues
- Short isolation in 'time-out' area for 5 minutes (yellow triangle in main playground).
- Child to complete a feelings, thoughts and emotions sheet
- Serious incidents child sent to staffroom/Head teacher
- 3 entries per week on a behaviour sheet/book = behavior support from AHT
- Letter to parents
- Interview with parents

The adult on duty should record all serious incidents in the playground Incident sheet.

The class teacher will be informed and a copy of the behaviour sheet will be placed in their pigeon hole. However, staff have access to the playground folder and are encouraged to check the book regularly.

NB When another adult is needed in the playground send for help to the office or staffroom .

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