

BANGOR



INDEPENDENT SCHOOL

Bangor Independent School
Achieve **Create** **Excel**

Pupil Behaviour Policy 2020

To be reviewed 2021

Behaviour Policy and Procedures

Bangor Independent School is a Rights Respecting School. Our behaviour policy ensures that everyone's rights are respected, protected and promoted.

Key principles

Children need to be taught how to behave well and have good behaviour modelled by the significant adults in their lives.

Children are taught about positive behaviour in a variety of ways e.g. PSE lessons, assemblies, anti-bullying activities etc.

We celebrate and give pupils positive recognition for good behaviour. This teaches children that they can get the attention they want, need and deserve by choosing good behaviour.

When children behave badly we reject children's behaviour, not the children themselves.

Good behaviour is promoted by clear expectations and systems for rewards and sanctions, which are applied consistently by all adults across the school.

Children's Rights and Responsibilities

Pupils have the right to be treated fairly and equally.

Pupils have the right to a teacher who will provide them with consistent POSITIVE encouragement to motivate them to behave.

Pupils have the right to a clear understanding of the systems for rewards and sanctions that are applied in school.

Pupils have the right to be involved in creating their own classroom charters.

Pupils have the right to be supported in developing appropriate behaviour and social skills and to be given chances and opportunities to improve their behaviour in school.

Children have the responsibility to work to the best of their abilities and allow others to do the same.

Children have the responsibility to treat everyone with respect.

Children have the responsibility to obey the instructions of all school staff.

Teachers' Rights and Responsibilities

Teachers have the right and responsibility to establish rules that clearly define the limits of acceptable and unacceptable behaviour

Teachers have the responsibility to teach the pupils to follow these rules in school.

Teachers have the right and responsibility to ask for support from the parents concerning their child's behaviour.

Teachers have the right and responsibility to ask for support from the Senior Management Team to help them deal with pupils exhibiting challenging behaviour.

Parents' Rights and Responsibilities

Parents have the right to be involved with and be kept informed of their children's behaviour in school.

Parents have the right to be kept informed of school rules and expectations.

Parents have the responsibility to foster good relationships with the school and support staff in the implementation of this policy.

Parents have the responsibility to educate their child about appropriate behaviour and encourage independence and self-discipline.

Code of Conduct

A key element of our behaviour policy is our Code of Conduct (see below). It outlines the behaviour we expect from children and should be referred to regularly and applied consistently and fairly in class.

1. We treat others how we would want to be treated, with respect and kindness.
2. We work to the best of our ability and encourage others to do the same.
3. We follow the instructions of all adults in school.
4. We listen carefully when others are speaking and speak when it is our turn.
5. We treat school property and other people's belongings with respect.

Encouraging Positive Behaviour

Good, clear and consistent management both within the context of the classroom and outside the classroom are of paramount importance in establishing good behaviour and discipline within the school. As children spend the majority of time within the classroom, it is essential that well-organised and delivered lessons seek to secure good standards of behaviour.

Teachers will therefore:

Develop a class charter with the children's input at the beginning of each academic year.

Know their pupils as individuals. This means knowing their names, their personalities, interests and who their friends are. This will ensure adults develop positive relationships with children and therefore manage behaviour more effectively.

Plan and organise both the classroom environment and the lesson to keep pupils interested and minimise the opportunities for disruption. This may require attention to such basics as furniture layout, grouping of pupils, seating of pupils, matching work to pupils' abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere.

Continually observe or 'scan' the behaviour of the class and address low level disruption quickly and effectively.

Be aware of, and control their own behaviour, including stance and tone of voice and model the standards of courtesy that they expect from pupils at all times. Effective practitioners analyse their own classroom management performance and learn from it.

Refer to the school 'Code of Conduct' on a regular basis, ensuring children understand the need for school rules.

Encourage children to reflect on their own behaviour and learning skills on a daily basis and set appropriate targets during termly mentoring meetings.

Apply rewards and sanctions consistently and fairly.

Create a classroom culture where positive behaviour is rewarded and valued. This will include drawing attention to positive behaviours using proximity praise such as:

'Thank you for listening so nicely,' (rather than 'Stop talking').

Make sparing and consistent use of sanctions. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being fair and

consistent and avoiding sarcasm and idle threats. Children should always be given the chance to improve their behaviour.

Involve parents and carers in effective behaviour management. This involves regularly sharing successes (e.g. Ayesha concentrated so well in maths today) in addition to sharing concerns in a timely manner.

'Stickers/Stars' Reward System

It is very important that praise and reward for positive behaviour should have great emphasis in our school. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failures.

The children who are behaving well and 'doing the right thing' should take centre stage and be the focus of our attention.

'Stickers/Stars' work best when we reinforce the reason why the child has been awarded one as it is given out e.g. 'You can have a sticker/star for lining up so nicely.' 'You tried really hard with that piece of work even though you found it hard –have a sticker/star.'

Once awarded a sticker/star cannot be deducted.

They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

What are 'Stickers/Stars' given out for?

'Stickers/Stars' can be given out by ANY adult in the school at ANY TIME during the school day. All adults keep a supply of 'Stickers/Stars' in our classrooms. If an adult hasn't got any 'Stickers/Stars' to hand then we can instruct the child to ask for one from their class teacher/TA the next time they are in their own classroom.

1) Good behaviour/attitude.

We try to 'catch children being good' anywhere in school (the classroom, playground, corridors, assembly etc). We reward children for being polite, listening well, helping others, lining up, being honest etc.

2) Good effort with their work.

A sticker/star' can be awarded when a child has tried particularly hard with a piece of work.

3) Staying on green on the classroom traffic light.

Stickers/Stars in the Foundation Phase

Children can be awarded a star/smiley for positive behaviour.

Dealing with Unacceptable Behaviour

Whilst our focus as a school should always be on promoting positive behaviour, we also recognise the need for a clear and consistent system of sanctions to deal with unacceptable behaviour:

Band 1	Band 2	Band 3
Verbal reminders Name on orange Time out in class	Move to red Time out in another class or the office Parents informed Miss out on class rewards (e.g. golden time) Miss some of all of break/lunchtime Letter of apology	Sent to Headteacher In school exclusion Meeting with parents Fixed term exclusion Permanent exclusion

Traffic Light System

All infant classes display a laminated traffic light which contains the name of each child in the class. Every child begins each day on green. It is important that the beginning of a new day is a fresh start for each child.

1. If a child misbehaves then he/she will be given two verbal warnings. These verbal warnings must be clear so that the child knows exactly what they are being asked to do to improve their behaviour (e.g. I need you to stop talking and concentrate on your work).
2. After two verbal warnings the child's name is moved to the orange light. An explanation of why their name has been placed on orange should be given at this point. They should also be offered the opportunity to return to green (e.g. I need to see you concentrate on your work now so I can put you back to green before break time).
3. If the child misbehaves again then their name is placed on the red light.
4. The next sanction would be a period of time out in a designated area of the classroom (e.g. a table on their own) for a short period of time.
5. If the poor behaviour continues then they will be sent to another classroom / the office for time out (this will usually be the nearest classroom) with an explanation of the reason why.

If the class teacher feels the behaviour is not improving despite following the above steps consistently, the parent(s) will be called in to school to discuss the matter further. This will be decided by the class teacher based on their judgement of the child's continuous unacceptable behaviour.

It is important that these steps are followed consistently without missing any out. The exception would be for an incident of serious behaviour when a child can be moved straight to red.

See below for further guidance:

Orange (Behaviour listed below could result in moving to red if repeated following verbal warnings)	Red (Serious incidents should be reported)
Interrupting or calling out Fighting/causing injury to another child Ignoring instructions Disrupting others Unkind behaviour Not completing work Squabbling with peers Fidgeting, rocking on chair Poking or pushing Being silly and/or noisy Bad language used in conversation** Leaving seat without permission Not sitting still and listening	Racist or discriminatory language Bullying* Threatening behaviour/language Graffiti Stealing Leaving the classroom without permission Disrespectful towards a teacher or other adult Swearing at another person in an aggressive way

*Incidents involving bullying or discriminatory behaviour must be recorded and reported to the Deputy Headteacher or Headteacher.
 For further information see the 'Anti-Bullying Policy'.

Copy of letter of apology (to be kept in pupil file)
 Important points to remember:

All staff must follow the 'traffic light system' when dealing with poor behaviour which gives children warnings about their behaviour and the opportunity to improve. Children should not be placed straight on red except for serious behaviour such as a bullying.

Consistency

All adults in school need to take responsibility for implementing the code of conduct. As adults walk around the school during the day and at lunch and play times they need to do the following:

Always deal with inappropriate behaviour – never walk past.

If children run – always send them back to try “walking” again.

If children are talking to others in a disrespectful way-always intervene. Try to positively reinforce good behaviour through use of praise and recognition.

Children to be quiet in school communal areas.

Not pushing in doorways, ‘excuse me’ and give way’.

Inform class teachers of any inappropriate behaviour you had to deal with.

Parent Meetings and Behaviour Plans

A formal meeting involving parents, the class teacher and member of senior management.

A meeting may also be called when concerns are raised about a child’s behaviour when the usual strategies laid out in this policy have not had the desired effect. In this case, a teacher will be expected to record incidents of poor behaviour in order to monitor any trends or patterns.

During this meeting a formal behaviour plan will be drawn up. The plan will be personalised to the child but will include the following:

1. Behaviour targets
2. Strategies to support the child in meeting their targets
3. Rewards for meeting targets
4. Clear sanctions/consequences for not meeting targets
5. A review date

This behaviour plan will then be regularly monitored by the class teacher (supported by member of the senior management team) and further meetings will take place to review progress. A home contact book may also be implemented to involve parents in the process.

Additional support from external agencies may be requested and a referral to the ALNCo may be made if appropriate.

Physical Intervention

In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals. On extremely rare occasions it may be appropriate for staff to intervene physically with or between pupils.

These include:

Injury, or risk of injury, to another pupil
Injury, or risk of injury, to a member of staff
Serious damage to property

Any intervention should be a last resort and be proportionate, reasonable and appropriate.

All staff owe a duty of care to pupils. To take no action, where the likely outcome is that a pupil injures him/herself, or another, including staff, could be seen as negligence.

Advice for Staff

Members of staff facing confrontational situations with pupils are reminded that the different behaviours can either reduce or inflame incidents. Staff are strongly advised not to physically stop pupils from leaving their room. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a pupil's exit.

Remaining calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening stance are important.

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual's personal space. Try to take a step back.

Pacing and Chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger an animal chase response and drive the other person away. Where possible it is preferable for the staff member to stand still, speaking calmly, clearly and confidently –or even sit down.

Intonation - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation staff need to deliberately speak slower, lower and more quietly.

Help Script

Connect by using pupil's name
Recognise the feelings
Tell the pupil you're there to help
You talk and I will listen
Give direction

Diffusing body language responses

Social distance

Sideways stance, step back

Intermittent eye contact

Relaxed body posture

Palms open

Staff should **NOT** act in a way that might reasonably be expected to cause injury. This includes:

Slapping, punching, kicking or tripping a pupil

Twisting or forcing limbs against joints

Indecently touching, holding or pulling a pupil by the hair or ear

Other than in circumstances that are exceptional, using reasonable force to hold a pupil face down on the ground.

In the event of a serious incident e.g. a fight, staff should:

Make their presence felt –“stop fighting, stop fighting”

Send for assistance

Spell out sanctions

Remove the ‘fuel’ by clearing the ‘audience’ away

Intervene physically if confident and having assessed the degree of risk.

Beyond the School Gates

The school recognises that pupils may continue to interact with one another outside of the school day.

Where evidence exists that pupils have engaged in acts of inappropriate behaviour (including cyber behaviours), the school will follow up, gather evidence and, if necessary, invoke sanctions from this policy.

This will also include public actions by pupils that bring the name and reputation of the school into disrepute.

Exclusions

If a child continues to misbehave after all the above procedures have been followed then the Headteacher may consider the following actions:

Exclusions from lunch/break times

Internal exclusion in another class

Fixed term exclusion (suspension)

Permanent exclusion (expulsion)

Exclusions are used as a last resort and each case is treated on its merit. Only the Headteacher has the power to exclude a pupil from school.

Suspension/Expulsion

Bangor Independent School will attempt to resolve any pupil issues before the final stage of suspension/expulsion. If the situation arises, whereby there is no alternative but to suspend/expel a pupil the following procedure will be adhered to:

Stage 1: Formal resolution – Meeting to be arranged between parent, classroom teacher and Headteacher.

Stage 2: Written warning to the parents of the pupil outlining the issues raised at the previous meeting.

Stage 3 – Complaints Panel

STAGE 1 – Informal Resolution

A formal meeting is to be arranged between parent, classroom teacher and Headteacher. The meeting will be minuted and recorded if necessary. The meeting will include the name of the child, the date of the meeting. The reasons why the child is to be expelled is to be discussed and any evidence is to be supplied. During the meeting an action plan will be agreed to by the parents, classroom teacher and Headteacher. This plan is to be implemented and monitored during the following 2 week period. If the child's behaviour does not improve, Bangor Independent School will move to stage 2.

STAGE 2 – Formal Letter

A formal letter will be sent to parents informing them that their child is to be expelled. The pupil will be removed from the school immediately. The letter will refer to the agreed stage 1 issues of action and the outcome stating that the pupil did not respond to the agreed actions. At this time, parents are able to move to stage 3 of the expulsion procedure, which is the appeals process. Parents will be given a period of 1 week to arrange an appeal.

STAGE 3 – Referral to Complaints Panel regarding Suspension/Expulsion

If parents are not satisfied with the response of the school, provision will be made for a hearing before a panel appointed on behalf of the proprietors - as detailed by the Education (Independent School Standards) (Wales) Regulations 2003.

The panel will consist of a panel appointed by the proprietor of at least three people and at least one other person who is independent to the management and running of the school.

The parent has the right to attend the panel meeting and may be accompanied by one other person such as a relative, teacher, or friend. The meeting will be minuted and may be recorded if necessary. Any decision made by the panel will be provided in writing within 7 working days of the hearing.

If the panel finds in favour of the pupil, the child will be reinstated subjected to an action plan and the process may be repeated from stage 1.

If the panel finds in favour of suspension/expulsion, the child will either complete the set suspension period agreed or will be expelled immediately.



Bangor Independent School
School Registration Number 6616034

Behaviour Incident Sheet

Date: _____

Name of pupil: _____

Class: _____

What happened (including details of where, when, who)?

How was it dealt with / sanction?

Next steps? (If any)
