

# SOWERBY COMMUNITY PRIMARY SCHOOL

## A POLICY FOR BEHAVIOUR

### Introduction

This document is a statement of the aims, principles and strategies for managing and developing aspects of children's behaviour in school

This school shows itself to be a stable, ordered, caring community where children are encouraged to be self reliant, to make sensible choices and to exercise self-control. Throughout the school there is an **insistence on acceptable standards of personal behaviour** where all staff are the key-role models. We aim to reinforce good behaviour and emphasis is placed on praising good manners, kindness and consideration towards others.

This policy will provide all staff with a framework in which to foster the healthy growth and development of a child's spiritual, moral, emotional and social education.

### Aims

We aim to encourage increasing independence and self discipline so that each child learns to accept responsibility for their own behaviour

We will do this by:

- Teaching rights.
- Teaching children to accept and appreciate differences.
- Teaching children global awareness and diversity.
- Teaching social and life skills that enable children to develop independence and self discipline
- Teaching children to appropriately express their feelings & emotions.
- To help each child acquire a set of moral values which will guide his/her personal behaviour.
- To encourage pupils to co-operate with one another, and other members of the school community.
- To encourage each child to develop as an individual, grow in confidence and self knowledge, and learn how to deal with the more difficult emotional experiences of life.
- To help each child to understand and acknowledge the need for rules and authority.
- To help each child develop a sense of personal responsibility.
- To work with parents to develop a mutual understanding of the behaviour we expect in school.

### Equal Opportunities

All children irrespective of race, gender, social background or disability are treated equally in respect of the strategies included in this policy for the management of children's behaviour. The Headteacher monitors incidents across the school for trends related to race and gender. **We start with the premise that we expect good behaviour from all children.**

## How we hope to foster good behaviour

- By providing a safe, well ordered environment in which learning can take place.
- By valuing each child as an individual.
- By providing challenging programmes of teaching, guidance and a range of opportunities designed to enable all pupils to develop their full potential.
- By teachers inspiring confidence.
- By emphasising co-operation and interdependence.
- Through close liaison with parents, giving information about progress and performance and early warning of problems whether associated with work, relationships or behaviour.
- By introducing themes of thoughtfulness, friendship and caring in Collective Worship.
- By creating a positive environment where children feel secure enough to try and succeed, or fail and take constructive criticism.
- By reviewing the school routines on a regular basis to eliminate possible situations which may encourage inappropriate behaviour.
- **By providing children with a set of rules to adhere to and making them fully aware of the consequences of disregarding them.**
- By celebrating success with parents, Headteacher and the wider school community.
- Use of smiley face on whiteboard (KS1)
- Use of stickers, rewards and certificates across the school.
- Use of individual stickers to collect and associated rewards for gaining them.
- Headteacher 'Golden Letters' awarded individually and posted home.
- The use of circle time where issues of behaviour are discussed.
- The use of whole school behaviour targets.
- The use of class and individual behaviour targets.

## Rules and Routines

It is essential to be clear on the rules and routines which apply to different times of the school day. A general set of rules has been developed with the children. These are reviewed at the beginning of each term and are displayed for all to see. Each class has developed a set of class rules which are displayed in the classroom.

## Behaviour that is likely to cause disapproval

Good behaviour is continually praised, however we acknowledge that children do forget and are placed in situations that through no fault of their own, cause them to respond in a variety of ways. For some children good behaviour needs to be taught.

The following anti-social behaviours are considered to be particularly serious and appropriate action will be taken to address such behaviours.

- *Bullying - verbal or physical*
- *Deliberate damage to property or belongings*

- *Racist abuse*
- *Behaviour that is likely to cause injury to self or others*
- *Bad language*
- *Aggression*
- *Stealing*
- *Name-calling*
- *Behaviour that is likely to detract from their work or the work of others*

**When children are involved in behaviour that is unacceptable, we remind them:**

1. **Why** we need good behaviour.
2. **What** they have done wrong.
3. **Help** them to think about the possible/actual consequences of their actions.
4. **Remind** them again of how we expect them to behave.
5. **Encourage** them to do so.

**Behaviour at Lunchtimes**

The purpose of the lunchtime period is to enable children to:

- Eat their lunch
- Enjoy a period of social activity

**Structural arrangements and routines**

- MSAs on the junior yard at 11.55am
- KS1 teachers prepare and take children to the hall for lunch
- Playgrounds are allocated to Key Stages.
- Lunchtime clubs.
- Children brought into dining hall at intervals after supervised washing of hands.
- The whistle is blown at 12.55pm.
- At the end of playtime the lunchtime supervisors are to stay with the children until the teacher takes over at 1pm.

**Playground Rules**

These are based on the general school rules and include:

- We let other people join in our games.
- We never use our hands and feet in ways that may harm others.
- We always stay in our allocated playground.
- We never leave the school premises unless we are going home for dinner.

**Rewards**

The rewards are similar to those used throughout the school including:

- Good behaviour badges and stickers.
- Allocation of tasks with Play leader including forest school activities and LOTC in sensory garden
- Praise and encouragement.
- In KS1 the smartest line has a reward

- In KS2 the smartest line will be tallied by the teacher on duty and the class with the most each week will earn extra playtime/Tyre time with Mrs Ungerechts

### **Sanctions**

The following hierarchy of sanctions is to be used if unacceptable behaviour continues after positive strategies have failed. At each stage these allow children to be reminded of the right choices to make and the impact their behaviour has on others.

#### **At KS1**

1. Verbal reminder of lunchtime rules and expectations of behaviour are made clear.
2. Their name is moved to the thinking face (as a warning)
3. Their name is moved to the sad face (final warning)
4. Yellow card to inform classteacher who will record the incident in school behaviour log.
5. If behaviour continues classteacher will discuss with parents

#### **At KS2**

1. Verbal reminder of lunchtime rules and expectations of behaviour are made clear.
2. Warning by Supervisory Assistant
3. A Yellow card is issued and behaviour is recorded to let classteacher know who will record incident in the school behaviour log
4. A Blue card and child sent to Learning mentor and misses all of lunchtime play inside. (Restorative Practice follows)
5. If child refuses to follow these procedures the whole of the following days lunch time is spent with Learning Mentor (Restorative Practice follows)
6. If the unacceptable behaviour continues parents will be informed by classteacher
7. If a child is continuing to be violent or has left site a member of SLT (including Headteacher) will be called to support to keep children safe
8. If this behaviour persists the Headteacher or a member of SLT will meet parents and decide if the pupil needs to be excluded from lunch time play for a prolonged period or a behaviour report and targets

If there is no improvement in the child's behaviour at lunchtime then the school reserves the right to exclude children for the lunchtime period and it will be the responsibility of the parent/s to collect the child at the end of the morning session and return him/her for the start of the afternoon session.

### **Behaviour at Playtimes**

Playtime is a period of supervised leisure for all children. It is a time for them to relax, chat and play with friends in a secure and safe environment. It is an opportunity to interact both with adults and children and develop the skills of positive social behaviour. This can be best achieved in an organised and supportive environment playground.

## Sanctions

The following hierarchy of sanctions is to be used if unacceptable behaviour continues after positive strategies have failed. At each stage these allow children to be reminded of the right choices to make and the impact their behaviour has on others.

1. Verbal reminder of playground rules and expectations of behaviour are made clear.
2. Warning by teachers on duty
3. Yellow card is issued and behaviour is recorded to let classteacher know they will record incident in the school behaviour log
4. Blue card and child sent to teacher on duty inside and misses minutes or rest of play inside. (Restorative Practice follows)
5. If child refuses to follow these procedures the whole of the following days play time is missed inside (Restorative Practice follows)
6. If the unacceptable behaviour continues parents will be informed by classteacher
7. If this behaviour persists the Headteacher or a member of SLT will meet parents and decide if the pupil needs to be given a behaviour report and targets

## Classroom Behaviour

We encourage positive learning behaviours and growth mindsets and how to overcome challenges is good learning. Other positive ways to modify behaviour in class includes:

- Use of a 'token system'  a scheme for increasing the frequency of desirable behaviour. Each class will negotiate their own system for this.
- Deliberately looking for positive behaviour which often receives a positive reaction.
- Contacting parents to discuss how we can work together to improve their child's behaviour. Behaviour contract with the parents.
- Diary between home and school.

## Sanctions in the classroom

The following hierarchy of sanctions is to be used if unacceptable behaviour continues after positive strategies have failed. At each stage these allow children to be reminded of the right choices to make and the impact their behaviour has on others.

1. Verbal reminder of rules and expectations of behaviour are made clear.
2. Warning by teacher
3. Yellow card is issued and behaviour is recorded to in the school behaviour log
4. Blue card and child sent to teacher on duty inside and misses minutes of playtime to complete the work that was missed due to disruptive behaviour. 1x blue card = 5 mins
5. If child refuses to follow these procedures the whole of the following days play time is missed inside (completing the work missed or additional work)

6. If the unacceptable behaviour continues parents will be informed by classteacher
7. If this behaviour persists the Headteacher or a member of SLT will meet parents and decide if the pupil needs to be given a behaviour report and targets

**Procedures for dealing with children who persistently misbehave and may have further needs**

1. Staff discussion involving all relevant members of staff including the class teacher, support staff, support teacher and special needs co-ordinator.
2. Use of Individual Provision Map.
3. Detailed monitoring and recording of behaviour - use of behaviour sampling and analysis.
4. Parental Involvement.
5. Referral to LA's support services
6. Educational Health Care Plan for children with severe behaviour problems.

**If persistent inappropriate behaviour continues over a period of time or behaviour occurs that is so serious as to warrant exclusion from school then the procedures laid down under Section 22-27 of the Education Act will be followed. Exclusion will always be a last resort and is retained as an option by the school to safeguard Health, Safety and well being of all remaining staff and children.**

**Safeguarding**

Under all circumstances staff should have regard for the welfare, safety and protection of children, young people and families. If a member of staff is concerned at any time about a child, young person or family they should act in accordance with the school child protection policy. The named person for child protection is Mrs Keeley Ungerechts, Headteacher.

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