

SANDFIELD CLOSE PRIMARY SCHOOL

Behaviour Policy



It is the primary aim of our school that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, with values built on mutual trust and respect for all.

We believe that positive relationships are the root of positive behaviour and attitudes to learning and we all have a part to play in building that positive foundation.

We believe that children will learn effectively, develop and flourish in a safe, caring and secured environment.

Our behaviour policy is therefore designed to support the way in which all members of our school can live and work together in a supportive way.

We believe the implementation of this policy is the shared responsibility of all staff and that the successful running of our school depends on well-organised classrooms and positive relationships with children.

We have implemented a system for managing behaviour that is:

- understood by parents, pupils and staff
- clearly states expected behaviour
- encourages good behaviour by using rewards as positive reinforcements
- enforces the consequences fairly and consistently

OUR AIMS FOR BEHAVIOUR AT SANDFIELD CLOSE PRIMARY SCHOOL

- To create a consistent environment that encourages and reinforces good behaviour.
- To encourage a calm, positive and purposeful atmosphere where teaching and learning can take place effectively.
- To define acceptable standards and the principles of good behaviour.
- To encourage and promote consistency of response to both positive and negative behaviour.
- To teach children to respect other people, their differences, their property, beliefs and feelings.
- To encourage consistency of response to both positive and negative behaviour
- To ensure that the school's expectations and strategies are widely known and understood.
- To work closely with parents, creating a successful partnership that reinforces the school behaviour policy.

WHOLE SCHOOL RULES

Golden Rules

Our Golden Rules are:

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property

We do not hurt others

We do not hurt anybody's feeling

We do not interrupt

We do not cover the truth

We do not waste our own or other's time

We do not waste or damage things

This procedure is based on 'The Golden Rules' and 'Golden Time'. The benefits of this system are that expectations are clear and ALL staff including Teaching Assistants and Lunchtime Supervisors are involved and everybody employs the same rules.

Our rules are displayed in pictures and texts in all our classrooms and several other areas of the school.

Classroom Management:

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teachers and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays, all have a bearing on the way children behave and develop independence and personal initiative. Our classroom should be arranged to provide an environment conducive to learning. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Roles and Responsibilities in Promoting Positive Behaviour

Both the children and adults have roles to play in the behaviour management of our school.

The role of the School Council is

- to meet regularly with the **Headteacher**.
- to discuss particular rules and their implementation.
- to spread a positive message around the school.

The role of the Children is

- to attend school regularly.
- to follow the school rules
- to understand what good behaviour means
- to behave sensibly, sensitively and politely to both children and adults in the school community
- to develop an understanding of right and wrong
- to tell the truth and take responsibility for their behaviour
- to own mistakes and learn from them
- to say sorry when they have misbehaved or hurt someone and to understand that this word signals a change in behaviour and mood.
- to tell an adult if they have any problems

The role of the Classteacher is

- to model courteous behaviour
- to recognise and acknowledge positive behaviour in others
- to support others in developing their skills in promoting positive behaviour
- to have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- to treat each child fairly and enforces the classroom rules consistently.
- to keep a record of all constant bad behaviour in the first instance, and deals with incidents him/herself in the normal manner. However, if misbehaviour continues, he or she seeks help and advice and support from the Deputy Headteacher and then the Headteacher. It is at this point that parents should be informed and involved.
- to ensure that the Golden Rules are enforced in class, and that their class behaves in a responsible manner during lesson time.
- to identify through classroom rules and verbal reinforcement, expected positive behaviours.
- to ensure and maintain a well organised, calm and ordered physical space for learning and development
- to organise a structure for positive reinforcement that reflects both the individual and group/class in its reward structure
- to communicate positive and negative behaviours quickly and effectively to parents regularly in an open, honest manner in the spirit of child and school development that also reflects the school ethos.

The role of the Teaching Assistant is

- to support the classteacher with following through the Behaviour Policy with the children he/she works with.
- to keep the class teacher informed of any incidents that occur during whole class or small times.
- to follow the assertive discipline stages using rewards where appropriate
- to have high expectations of behaviour
- to model good behaviour
- to have a consistent fair and firm approach to behaviour

The role of the Lunchtime Supervisor is

- to follow through any incidents that occur in the dining hall, play ground and classroom at lunchtime using strategies that are in line with our Behaviour Policy and the Lunchtime Supervisors Course
- to manage the children's behaviour, ensuring they are polite and respect others both in the dining hall and outside.
- to deal with minor incidents and to record more serious incidents.
- to inform the classteacher of any serious incidents.
- to inform the Deputy Headteacher or Headteacher about more serious incidents and misbehaviour.
- to supervise the children while they fill in the "7 Ws" and give copies to the Deputy Headteacher and classteacher
- to fill in the Incident Report Form for more serious incidents and pass it on to Senior Management Team
- to have a consistent fair and firm approach to behaviour.

The role of the Headteacher is

- to take the responsibility under the School Standards and Framework Act 1998, updated 2002 and 2006 and the Education Act 2011 to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- to ensure the health, safety and welfare of all children in school.
- to support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- to keep records of all reported serious incidents of misbehaviour.
- to have the responsibility for giving fixed-term exclusion to individual children for serious acts of misbehaviour.
- to ensure fair and consistent implementation of the behaviour policy across the whole school
- to monitor the effectiveness of the behaviour policy and school practice on regular basis.

The role of the Governors is

- to be responsible for setting down these guidelines on standards of discipline and behaviour and of reviewing their effectiveness.
- to support the Headteacher in carrying out these guidelines.
- to offer advice to the Headteacher about any particular disciplinary issues
- to follow the normal grievance procedures in cases of complaint

The role of the Parents is

- to support their child by ensuring they attend school regularly
- to work with the school to model high expectations of behaviour
- to work with the school and support us to improve children's behaviour
- to work with the school collaboratively, so the children receive consistent messages about how to behave at home and at school.
- to take on board the behaviour comments in their child's termly reports.
- to encourage independence and self discipline.
- to support the school in the implementation of our behaviour policy.
- to ensure that the work given during exclusion is completed and returned to school
- to closely supervise their child during exclusion from school and not allow them to come within the vicinity of the school

Parents can Help:

- by informing your child of the standards of behaviour and levels of work expected of them by the school.
- by telling your child not to hit back at school. We are committed to showing them other ways of sorting out difficulties and arguments.
- by telling your child that it is wrong to get an older brother or sister or friend to hit someone too.
- by **not intervening with another child's parents or with another child**, but to report the matter to us in school. It is our job to discipline children in school.
- by ensuring your child follows the school's rules when they are with you in school or on an outing.
- by making sure your child gets a good night's sleep on 'school nights'. It really helps concentration and good temper.
- by monitoring your child's TV watching and computer games, particularly for violence.
- by helping your child to be on time and to remember anything they need for school (Reading diary, Homework, P.E kit etc)
- by checking for and reading the weekly newsletter and other letters that come home from school so you can talk to your child about what is going on.
- by trying **not to react** to every little upset so that your child learns how to react proportionately to events, and can naturally develop coping mechanisms.
- by being positive with your child and rewarding them for the good things they do in school.
- by not expecting the school to take charge of your child's entire disciplinary needs
- by telling your child that **FIGHTING** is not an acceptable behaviour **and will incur heavy sanctions e.g. removal of all privileges- e.g.** ban on representing the school and / or trips outside school for a fixed period / and if persistent a fixed term exclusion will be incurred.
- by talking with a member of staff if you are worried by anything your child tells you about school before it becomes a problem. Listen to your child and trust them **BUT** bear in mind that he or she may not give you the full story and may use emotive language ("he just beat me up") to get reactions from you

Promoting Acceptable Behaviour

Promoting good behaviour is the responsibility of all.

Rewards:

Positive reinforcement for pupil behaviour is an important part of our ethos. By combining positive recognition for appropriate behaviour and consequences for poor behaviour we will clearly establish the parameters of the behaviour we want and don't want.

At Sandfield Close Primary School, we use a consistent whole school approach to reinforce high standards of behaviour. Good behaviour is rewarded, celebrated and reinforced.

Strategies for Positive Encouragement may include

- Verbal praise
- A quiet word of encouragement
- Verbal or feedback to parents
- Smiley faces
- Stickers and stamps, certificates
- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Assemblies for achievement
- A visit to another member of staff Headteacher and the Deputy
- Star of the week/table of the week
- Points for class rewards
- Individual behaviour awards
- Class parties/rewards
- Class cup
- Table points
- Tree of positivity
- Weekly Raffles
- Token prizes
- Giving a special privilege
- A positive written comment on a piece of work
- Display of work- WAGOLL
- Praise in front of the group, class or whole school
- Letter/ postcard to parents
- Golden Time is a privilege for those children who respect our school rules and individual class rules decided at the beginning of the year.
- Extra Golden Time

Rules are displayed both in the classrooms and all around the school. Children are often reminded of them.

Golden Time takes place once a week. It gives each class an opportunity to enjoy a wide range of activities together. Activities for Golden Time are decided by the class.

House point system-all children belong to a house group in which they remain.

House points can be awarded by any member of school staff.

The children add their points to a collective score for their house (counted by school council members)

The result of the counting is announced termly by the Headteacher during assembly.

Sanctions:

Despite the focus on positive responses as the key to encouraging good behaviour in Sandfield Close Primary School, it may sometimes be necessary to employ a number of sanctions to enforce the Golden Rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation.

Our policy is designed to support both teaching and support staff in our shared desire to create a just, secure and happy learning environment.

When dealing with all forms of inappropriate behaviour, teachers should follow these over-riding rules:

- Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken
- Logical consequences – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.
- It should be the behaviour rather than the person that is punished.
- There should be a clear distinction between minor and major offences.
- Match the sanction to the behaviour.
- The language used is crucial when dealing with children at Sandfield. Staff **should** consider the following:
 - to use positive language*
 - to keep directions brief*
 - to use “when...then” directions*
 - to use positively phrased directions*
 - to use non-verbal cues, and signals- rising one hand up to indicate silence and to grab attention.*
 - to pause when gaining attention e.g. “Rob (pause to ensure attention) facing this way and listening, thank you*
 - to use “thanks” rather than “please” (expecting compliance)*
 - to use “I” statements*
 - to use appropriate questions e.g. “What are you doing? ... What should you be doing?”*
 - to give rule reminders phrased such as “Ruth, you know our rule for gaining attention. Use it, thanks”*
- Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start

Principles:

- Staff will agree on what constitutes unacceptable behaviour within school and a hierarchy of response.
- When pupils chose not to follow school rules, sanctions should be consistently applied.
- Sanctions will fit and will be clearly explained to the pupil.
- The system will not damage relationships
- Sanctions will be flexible enough to take children with SEN into consideration.

Management System- Will follow the five stages

PROCEDURES OF REWARDS AND SANCTIONS- See Appendixes

RULES ABOUT FIGHTING

1. It is NOT alright to fight.

Fighting is not allowed in school – we ask children to look for an adult before tempers are lost.

There should not be ganging up or bullying in the playground.

We do not allow **play fighting** as this can lead to real fights and watching a fight is not alright; it makes things worse.

We have these rules about fighting for a number of reasons:

- We want children to learn to speak up for themselves, to learn how to explain and reason and to understand the consequences of their behaviour
- We are committed to showing children that there are other ways of resolving arguments and they must learn to get things in proportion.
- Hitting someone because they accidentally knock you is not appropriate behaviour

- We want to prevent accidental knocks and petty incidents from becoming major incidents, which can take up valuable teaching time and cause a lot of upset

- We want children and parents to report conflict to the staff and the staff will deal fairly with the children involved.

2. Children must not hit back.

It is wrong to get an older brother or sister or friend to hit someone too

3. It is alright to tell. Children must tell an adult if there is a problem

4. If a member of staff witnesses a fight they must remember:

- to assess the severity of the situation
- to send a reliable child for additional help if necessary
- **verbally** move other children away
- verbally separate the children involved – tell them to stop in an assertive voice
- standing between the pupils may be appropriate to stop the fight
- it is school policy to intervene and physically prevent a pupil **from** hurting him / herself or anyone else.
- quiet discussion away from the scene will follow and the opportunity will be given for pupils to give their side of the story
- we will always listen to children.

The staff will follow the L A guideline on positive handling of children.

Persistent **FIGHT** will result in fixed term **EXCLUSION**.

Exclusions

An internal exclusion is when the child is isolated from the class does work set by the class teacher under the supervision of a senior member of staff for a morning, afternoon or all day. They do not have break time with their friends.

A fixed term exclusion is carried out when the behaviour of a child consistently puts the safety and education opportunities of themselves or others at risk and where every effort has been made to work with the child and their carer or parents to improve the behaviour, the Head teacher may implement a fixed term exclusion. It may be sometimes appropriate to exclude a child without warning for a one-off incident if that incident is deemed to be serious enough (e.g. violent conduct) Exclusions are reported to the Governing Body and to the LA. If a child is excluded for a period less than 5 days the school will provide work to be completed during the period of exclusion. Parents must ensure that the work given during exclusion is completed and returned to school

Reintegration interviews

Reintegration interviews are considered to be a vital part of the reintegration process and provide parents, the pupil and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupil's successful readmission. If parents do not attend a scheduled reintegration interview additional measures may be taken to facilitate their full participation in the process.

Permanent exclusion is carried out on more serious incident. In the event of a permanent exclusion the Local Authority will contact parents with details of exclusion.

Special Educational Needs

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. Small achievable targets are set and charts may be used to record when they achieve targets usually on daily basis. Rewards are given for small steps on a regular basis.

The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or other External Agencies. The school uses Pastoral Support Plans (**PSP**) for children who need supportive strategies and arrangements in order to ensure good behaviour or emotional/social well being. Some children may require "Risk Assessment"

Playground Behaviour –Playtimes and Lunchtimes

Playground equipment is provided and pupils are expected to play sensibly and share space and equipment responsibly. The equipment is managed by the "Sport Leaders" Football will only be played by each class at the designated area / day allocated on the rota.

Children are expected to show good standards of behaviour whilst on the playground. The school rules apply to the playground and these should be constantly reinforced by all members of staff. Children are expected to treat the staff on duty especially the Lunchtime Supervisors with respect.

Staff should be prompt and proactive when on duty and be observant of potential problems, gaining a child's attention can be done by using a whistle. Pupils are expected to ask permission before they enter the building during breaktimes.

The end of playtime/lunchtime is indicated by two whistle blows.. The first long whistle will be blown at 1.10pm and this is an indication for children to stop whatever they are doing and stand still. The second whistle blow is for the children to walk promptly and silently to class lines and ready to be led into the building in a quiet, orderly manner by their Class Teacher.

Any child who is in school at lunchtime for a club or doing jobs needs a permission slip from a teacher. During lunchtime, children are expected to be polite and cooperative with one another and with the lunchtime supervisors and cooks.

They should move around the hall in a quiet, orderly fashion and observe the lunchtime rules. At the table the children should be well mannered and ensure that they have finished their food before leaving the table. They are expected to keep the conversation to their own table and to clear away their trays. No child should be left inside or outside the classroom during playtimes and lunchtimes without adult supervision. The staff on duty should ensure that all children are behaving appropriately, reminding them of the standard of behaviour expected.

Our school operates a behaviour policy which is based on positive rewards for good behaviour. The school's policy is based on the belief that children respond to praise and encouragement. Examples of good behaviour which may be rewarded are initiative, politeness, safe play and caring for one another.

The staff on duty including lunchtime supervisors should actively promote good behaviour by rewarding children with verbal praise, stickers and points.

Lunch time Reward System: -

KS1 children will collect dinner stickers on card - once the card is full, this can be exchanged for certificate which will be given in Assembly.

KS2 children will collect dinner points on card and once the card is full, this can be exchanged for prizes.

Toilet Pass

Children requesting access to the toilets will be allocated with **toilet pass** to the child during playtimes and lunchtimes.

Wet Play

During wet play, it may be appropriate for two classes to be supervised together by the class teachers, teaching assistants or the lunchtime supervisors. Children are expected to engage in a quiet activity (wet playtime equipment is available in each classroom). Classroom rules apply during wet play. Children are expected to follow the following rules:

- remain in their classroom area
- remain seated as much as possible. Movement around the classroom should be calm and orderly.
- clear away when asked to do so by teaching assistants or lunchtime supervisors

Staff Training and development

All teaching and non- teaching staff are involved in the development of the school's Behaviour Policy and are fully aware of the school's procedures. In order to maintain and develop the quality of our provision, staff is regularly given opportunity have quality CPDs.

Classroom Positive Behaviour Plans and Teachers' Workshop

At the beginning of the academic year individual teachers set out their behaviour plans in their own classrooms. The aims of the Class Behaviour Plan are:

- so that teachers take charge of their own class
- expected behaviours are set out for the pupils
- to have a fair and consistent way to establish a safe, orderly, positive classroom environment
- to integrate effective behaviour management into normal classroom routine.

The Classroom Behaviour Plans will consist of three parts:

- A class chart with the names of all the children
- Agreed whole class targets decided by all the children.
- Whole Class Reward Systems

The Classroom Behaviour Plans are expected to be in line with Sandfield Close Primary School's Behaviour Policy. This will then give access to other teachers and will ensure continuity for the children.

Teachers' Workshop

Every classteacher will be given opportunity to meet with the SENCO, Behaviour Support Teacher and Learning and Autism Teacher from SNTS to discuss individual behaviour and learning issues of their class and advice and strategies will be tailored to the needs of each class.

Recording, Monitoring and Evaluating Behaviour

The school keeps a variety of records of incidents of misbehaviour. The behaviour in school will be recorded through, class behaviour books and lunchtime incident book, 7 Ws and Serious Incident Form. Progress towards individual targets will be recorded on individual behaviour/ education plans. The Leadership Team will monitor behaviour and evaluate the impact of this policy through, information and feedbacks from different sources such as: Informal reports from staff / parents and children, feedback from classroom observations, questionnaires for parents, staff and pupils and the number of pupils sent to the Deputy Headteacher/Headteacher.

The feedback from monitoring procedures will be used to evaluate the success of our strategies, to help us to make adjustment when necessary. It will also be used to identify good practice and to provide support and staff development where necessary.

The Headteacher monitors the effectiveness of this policy on a regular basis. She reports to the governing body on the effectiveness of this policy. The Headteacher keeps a record of any child who is excluded for a fixed term. It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently

This policy will be reviewed annually with the full annual review in 2016, with opportunities for consultation with staff, pupils and parents.