

Sharley Park Community Primary School Behaviour Policy

	<p>Sharley Park Community Primary School</p>
<p>Date Approved</p>	<p>Signed</p>

1 Aims and expectations

1.1 The main objectives are:

- a) To improve overall levels of behaviour
- b) To reduce the number of fixed term and permanent exclusions
- c) To improve overall attendance levels and reduce unauthorised absence
- d) To allocate a key worker to every child at risk of exclusion, truancy and street crime
- e) To provide full time, supervised education for all excluded pupils

Every member of the school community should feel valued and respected, and be treated fairly. We are a caring community, whose values are built on mutual trust and respect for all.

The school council has devised a set of rules in consultation with all children aimed at promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in working together in an effective and considerate way.

Every teacher and child is entitled to teach and learn in an environment free from intimidation and disruption. The school expects every member of the school community to behave in a considerate way towards others. All children can expect to be treated fairly and in a consistent way.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

The school considers that attendance is one of the most critical aspects of promoting appropriate behaviour and consequently attendance which is monitored through arrange of systems.

2 Rewards and punishments

2.1 We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children;
- teachers give children stickers and class dojo rewards which can be accumulated to enable purchases from the dojo shop;
- each week we nominate a child from each class for Golden Assembly;
- stickers are collected by children as individual rewards, either on their work or jumper or both
- Hot Choc Friday
- A set of positive behaviour rules are set throughout school- Golden Threads
- A universal system is used throughout school to gain children's attention

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. Each child has a named card in their classroom. This starts each day on a green display, the card can be moved down according to the child's

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behaviour. If a child makes poor choices their card can be moved to the amber area by an adult, if their name is then further moved to the red area they begin step 2 of the Behaviour Ladder.

We employ each sanction appropriately to each individual situation. We acknowledge that all children are individuals and that children, like adults, can succumb to stress. Reasonable adjustments are always made for children with SEN or identified as having a specific need. Where possible we will always support and encourage a child to see that there are alternative ways to deal with any situation in school or at home.

2.2 We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own and as a result their card will be moved.

2.3 We expect children to try their best in all activities.

- If a child is disruptive in class, the teacher reprimands him or her and their card is moved from the green area onto the amber area, this can then be moved onto the red area.
- Repeated misbehaviour on the same day would see the card being moved to the red area by the teacher ultimately step 2 or the behaviour ladder being put in process. In some circumstances the Headteacher, Deputy Head or other senior teacher will be made aware. SLT staff will review repeated behaviours at SLT fortnightly meetings.
- Children sent to the Headteacher or Deputy Head may have a note added to My Concern if it is deemed appropriate.
- Behaviour is monitored through the use of My Concern and the Behaviour Ladder record sheets and where/when appropriate parents are informed and a behaviour plan is written and agreed upon.
- If a child makes repeated poor behaviour choices, we may isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others.

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- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. In the event that behaviour is deemed to dangerous or too distracting then the child may be sent outside of the classroom, to another class or to an isolation area.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished appropriately. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child, in line with the school's Behaviour ladder.
- The Sanctuary (led by the Pastoral Manager) can be suggested to children and parents, for lunchtimes, if support is needed at lunchtimes.

2.4 The class teacher regularly discusses the school rules and the Golden Thread with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during class time.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children, we are not sarcastic or use inappropriate verbal rebukes. Only trained staff intervene physically to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children and are absolutely minimally.

3 The role of the class teacher

It is the responsibility of the class teacher and teaching assistants to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school 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.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Pastoral Manager, SLT or Headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the family resource worker or LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4 The role of the headteacher

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour on My Concern.

The Headteacher (or senior member of staff in charge, in consultation with the Headteacher) has the responsibility for implementing fixed term exclusions for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified. It is always the aim of the school to have NIL exclusions per year to maintain continuity in the education of every child.

5 The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the parents' induction meeting and refer to the school prospectus, we are very fortunate in the support that we receive from our parents and always seek to have a consistent approach between home and school.

We need parents to support their child's learning, and to co-operate with the school, as set out in the behaviour home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and subsequently the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

The main aim of this policy is:

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- To reduce the number of fixed term and permanent exclusions

All steps will be taken to support children at risk of exclusion by liaising with parents and support agencies. Only in the most extreme cases where children have been unable to respond to support will exclusion be considered as a means of promoting appropriate behaviour. The school is committed to providing continuous education to any child excluded from school.

Only the Headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil from half a day to 5 days as a fixed period of exclusion. The headteacher may also exclude a pupil permanently. The school always follows the county guidelines of exclusions.

If the Headteacher feels it is necessary to exclude a pupil, the parents will be informed immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any exclusion within 5 days.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

8 Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to her on account of unacceptable behaviour. School also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book and these are reported to the classteacher immediately.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

The governing body reviews this policy every two years. The governors may, however review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

10 Summary for Supply Teachers

The whole school behaviour policy must be implemented consistently with the children; this summary is to help supply teachers or visitors to understand the systems in place in school.

1. It is everyone's responsibility to implement the behaviour policy, teacher, TA, HLTA, MDMS.
2. Everyone should be giving 10 times more praise than sanction.
3. The basic principle is to openly reward, praise and recognise good behaviour and to give as little attention as possible to misbehaviour.
4. All children from YR to Y6 have a name card.
5. All names must be returned to the green area at the start of the day, every day is a fresh start.
6. Every class has a green, amber and red display area.
7. The teacher or HLTA responsible for the class must agree to move a name card.
8. Teachers / HLTAs will work very closely and in collaboration with their TAs.
9. Any breaking of rules over lunch time should be recorded by the class MDMS who can then move names HLTA who will support MDMS and move name cards accordingly.
10. MDMS staff will award up to 10 dojos to individual children who have had a successful lunchtime, in line with the schools 'Golden Thread'.
11. When a child infringes school / class rules this results in the name card being moved to the amber area; subsequent infringements result in the name card being moved to the red area which can trigger step 2 (or further along) of the Behaviour Ladder (see Appendix 1)
12. Serious misbehaviour can result in a child going straight to the Headteacher.

13. If a child's name is moved to the red area twice in any one week the parents are informed by a member of staff and this will be discussed in SLT meetings..

OUR SCHOOL RULES FOLLOW THE SCHOOL'S GOLDEN THREAD:

Sensible behaviour (could be Smart behaviour?)

How can I keep doing my best? (Resilient)

Amazing Manners

Respectful to everyone and everything

Learning for myself (independence)

Engaged in my learning

Yes I can attitude (Doing my best)

REWARDS:

All parents can access Class Dojo and there are opportunities for staff to issue both positive and negative Dojo points. Dojos are given in all Year groups.

Gold Book Medal

Each teacher chooses a child each week to go into the Gold Book as 'Star of the Week'. This child is the best of the best and this relates to a theme for the week e.g. Most enthusiastic reader, best friend etc.. This child will receive a medal and their photo will be taken. The photos are then displayed in the Hall for everyone to see. It should not be given out to children who have made poor behavior choices and then been good for a short time.

CELEBRATION ASSEMBLY

Each week we hold a Celebration Assembly. Some children bring into school awards which they have received outside of school. This is something which we encourage.

SCHOOL COUNCIL

All classes have two school councillors, these children should be used as a way of giving all children a voice and the ability to effect change in school. School councillors should be exceptionally well behaved at all times; they should set an example to all children.

Before and After School

When the children are coming to and from school we expect the same standards of behavior from our children. If children are not accompanied by parents/carers then school may become involved in any altercation that takes place and it may consider a sanction in school the following day. Any incidents that take place after the children have arrived home will not be dealt with by school or incidents

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that take place at the weekends or in the holidays. However it is important that school is informed if it is felt that it may impact upon school life.

No individual child will compromise the education of the others.

Appendix 1

Sharley Park Behaviour Ladder

	Behaviour (These are examples of some possible behaviour)	Consequence
Step 1	<p style="text-align: center;"><u>LOW LEVEL</u></p> <ul style="list-style-type: none"> • Minor issues e.g falling out, name calling, rough play, breakage of small items, disruption in classroom, swearing by accident, answering back to adults, • Disruption in lessons • (Break and Lunchtimes behaviour- see lunchtime 	<ul style="list-style-type: none"> • Use of whole school behaviour strategy in classrooms- green, amber, red faces with name cards to identify to passing staff. (Green is good, Amber is warning and loss of playtime, dinnertime and Red is step 1 the consequences below). Display to be visible from door. • Moving child to partner classroom. • Missing of time from Golden Time (15 mins available) • Lose of dojo points • Identify specifically what the behaviour is, that is causing the problem • Outline exactly what needs to change • Discussion with key adults about behaviour

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	behaviour timetable)	
Step 2	<p><u>MID LEVEL</u></p> <ul style="list-style-type: none"> • Non-completion of classwork • Poor attitude towards learning • Failure to follow instructions given by staff • Refusal to work • Re occurrence of above behaviour after above consequences have been put in place 	<ul style="list-style-type: none"> • Use of whole school behaviour strategy in classrooms, green, amber, red faces with name cards to identify to passing staff. • Moving child to partner classroom for agreed period. • Missing of time from Golden Time (15 mins available) • Moving child to SLT classroom for agreed period. • Class teacher to contact parents to share the above information and repeated behaviour, to look for links outside of school. • If deemed necessary, class teacher/TA to do a behaviour checklist to investigate any medical causes for the behaviour • If necessary investigate the school support that can be explored and what the expectations are from home. Eg Pastoral care, positive play, nurture group, report card, adult mentor, guardian angel, peer mentor, praise and regular reminders of acceptable behaviour • Specify the consequences and sanctions for the repeated behaviour • Log main incidents on My Concern to demonstrate progress towards target
Step 3	<p>Uncharacteristic one off behaviour -</p> <ul style="list-style-type: none"> • Threatening behaviour • Swearing with intent • Aggressive behaviour • Sexualised behaviour • Intimidation of another • Disrespect of adults, not doing as asked by adult • Purposeful breakage of equipment • Meaningless throwing of objects and minor damage 	<ul style="list-style-type: none"> • Class teacher and SLT member of staff to discuss with child/ren • Class teacher to inform parents of behaviour and involvement of SLT if necessary • If necessary a home school report to be in place. • Reflection sheet/ apology letter to be written during break/lunchtime • Running-Parent/carer to be asked to attend trips in future

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	<p>to school building</p> <ul style="list-style-type: none"> • Running off in school/playground/trips 	
<p>Step 4</p>	<ul style="list-style-type: none"> • Repeat of the above behaviour and/or • Repeated breaches of the school rules • Use of offensive language aimed at others • Hitting, punching, pushing, slapping, kicking, head butting, biting, violently shaking others, throwing objects at others, stabbing others. • Leaving or attempting to leave the school premises • Failure to follow repeated instructions given by staff which results to serious consequences or safeguarding • Failure to keep self or others safe. • Any form of bullying • Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation • Vandalism, including kicking items of furniture (including doors and walls) • Theft of property which belong to the school, staff members or pupils • Fighting with other pupils • Racist, sexist, homophobic or discriminatory behaviour towards pupils or staff • Possession of any prohibited items. An example of these are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco/cigarettes, fireworks, pornographic images. • Any article a staff member reasonably suspects has 	<ul style="list-style-type: none"> • SLT staff member for age range to meet with parents and child to discuss repeated behaviour • Set a monitoring and review date with parents • Involve outside agencies such as school nurse, behaviour support, Educational psychologist, MAT, social care • Hold a multi-agency meeting and consider creating a MEP- Multi Element Plan, Education Behaviour Plan or Home School Agreement Timetable for an agreed period of time. • Specify the consequences and sanctions for the behaviour and discuss the use of internal exclusions (working outside of the classroom area e.g other classroom, other room, Ocean Room...). • In instance of running from school and non-return – Police and parents will be called, staff to follow at safe distance if possible

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	<p>been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)</p> <ul style="list-style-type: none"> • Running from school grounds and not returning 	
Step 5	<ul style="list-style-type: none"> • A repeat of the above behaviours after consequences 	<ul style="list-style-type: none"> • HT to meet with parents and child to discuss behaviour, behaviour policy, exclusion policy and behaviour ladder for school time and lunch times. • Discuss the option of a managed move or agreed transition move. • Begin issuing fixed term exclusions (1 day-5 days dependent on behaviour, 15 days in a term can trigger Governors to consider a permanent exclusion). • If a 5 day exclusion is issued meet with parents and a Governor to discuss the incident and whether a managed move to a different school should be explored.
Step 6	<ul style="list-style-type: none"> • Continued repetition of the above behaviour, even after home/school support and consequences have been put in place 	<ul style="list-style-type: none"> • HT meeting with governor (due to governor availability this may be after the day of the behaviour) • Transfer to a different school through managed move or voluntary application. • Permanent Exclusion

Above are the agreed Steps that will be used to guide discussion with parents and school staff in determining the support and sanctions that will be followed as a result of a child's continued inappropriate behaviour.

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Please note that the steps do not have to be followed sequentially. If an incident is serious enough then the process could start at Step 3, 4 or even Step 5 Positive Sanction are used as a priority in all cases – please see the behaviour policy for guidance.

Appendix 2

Sharley Park Dinner Time Behaviour Strategy

Who	Reason	Consequence
Mid day Supervisors	Minor issues e.g falling out, name calling, rough play, breakage of small items, disruption in classroom (wet play), swearing by accident, answering back to adults	Warning to child, time given for the wall for more serious issues. Incident for the wall to be recorded in the behaviour book and placed on the teacher's desk to inform afternoon teaching staff (no discussion needed).
Mid day Supervisors send to SLT in Behaviour room	Re occurrence of above behaviour after being sent to the wall Threatening behaviour, swearing with intent, aggressive behaviour, sexualised behaviour, intimidation of another, disrespect of adults, not doing as asked by adult (e.g going to the wall) purposeful breakage of equipment, running off in school/playground, meaningless throwing of objects, minor damage to school building	Child sent to the Time Out room (this will be manned by SLT staff). Incidents of being sent to the Time Out room to be recorded in the school behaviour book and placed on the teacher's desk to inform afternoon teaching staff. Reflection sheets and lines to be completed. Register will be taken in the behaviour room by the SLT staff member on duty and for serious incidents SLT will decide whether to send a text to parents. If a child has had x3 times in the behaviour room in one week- Co Heads will be informed at SLT meetings. SLT members to log more serious incidents on 'My Concern' as profile updates for monitoring and in the event of escalation.