

## BEHAVIOUR POLICY

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Governor Committee	Full Governing Body
Chair of Governors signature	
Date Signed	
Date of publication	October 2022
Review date	October 2023

### We believe that-

Shipley is a caring community; we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes in line with our school values of:

**Friendship    Faith    Future**

Our Christian values of respect, compassion, trust, forgiveness, friendship and truthfulness need to be at the heart of our policy. Every member of the school community needs to feel valued, respected and in turn show due care and consideration for others. The policy promotes good relationships between everyone in the school community. Parents are encouraged to work in partnership with the school to support their child's good behaviour. All staff should have high expectations of pupils in terms of behaviour and must encourage pupils to learn to the best of their ability. All staff should model expectations and be consistent and patient. Children are also encouraged to show respect and understanding. Positive behaviour management is designed to help children to self-regulate and make sensible choices.

We aim to:

- Respect and value each child as an individual
- Provide a safe, nurturing and stimulating environment for learning
- Foster positive, caring attitudes to all, where achievements at all levels are celebrated and valued
- Provide opportunities for children to develop their independence, self-discipline and a sense of responsibility towards themselves and others
- Ensure a consistent approach to promoting positive behaviour
- Be good role models and model calm responses to situations
- Ensure a consistent and fair reward system that acknowledges and celebrates good behaviour
- Establish a consistent and fair approach to unacceptable or disruptive behaviour
- Focus on self-esteem and teach positive behaviour through the curriculum and school values
- Ensure that pupils with identified behavioural needs are regularly reviewed with staff and parents

### **Roles and Responsibilities**

*'The culture is set by the way the adults behave.'* Paul Dix, 2017

All adults in the school are responsible for the consistent reinforcement of the behaviour policy.

Senior leaders and Governors are responsible for supporting staff to implement the policy.

All staff have been involved in recent CPD training in behaviour management and policy review.

### Strategies to promote good behaviour

#### **We follow the Golden Rules**

We are gentle





## SHIPLEY CE PRIMARY SCHOOL

We are kind and helpful  
We work hard  
We look after property  
We listen to people  
We are honest

### Positive reinforcement strategies

- Modelling good behaviour and responses
- Praise and reward, if appropriate
- Encouraging children to make good choices: e.g. *You can choose to ..... or you can choose to .....*
- Hold restorative conversations through active listening and questioning, eg. *'What led to this happening?/ What could you have done differently?'*
- Share with the pupils the consequences for good behaviour - *If you choose to ..... then you will be able to continue playing/learning..'*
- Employ 'Tactical Ignoring', ignore the 'target pupil' but praise the nearby pupil, if the 'target pupil' changes their behaviour, praise them, move the pupils near the disruptive pupil, thank them.
- Separate the behaviour from the child. *'I like you, but not the way you are behaving at the moment'*

### Rewards:

Recognition of good behaviour, achievement, attainment, kindness etc come in a variety of different forms and are given by all members of our school staff. The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.

There are also a number of other school rewards systems including -

- In-class rewards – these may vary in each class
- Shining Stars golden certificates
- The weekly 'Golden Book'
- Star of the week

### Actions to address inappropriate behaviour:

All sanctions must be reasonable and relevant to the behaviour and age of the child. Sanctions must be proportionate to the circumstances and must take into account any special educational needs or disability the child may have, and any religious requirements affecting them. These include:

#### **1. Verbal reminder of the expected behaviour/ school rule.**

*'Why do you think I need to talk to you?'*

*'What would be the best outcome now?'*

#### **2. In some cases, pupils may need to make an appropriate form of **apology**. They should:**

- Show an understanding of what they are apologising for
- Discuss the best outcomes and what they and others may need to do to make that happen
- Be praised for their efforts in trying to resolve the situation – apologies are not easy for some pupils

#### **3. Time Out of Class**

If poor behaviour persists and it is impacting on the learning in the classroom, the teacher may choose to select 'time out' in another classroom. This is a process of reflection about their behaviour and it may be appropriate for them to have a way of recording this eg. drawing/writing paper & pencil.

#### **4. Further action**

If unacceptable/ disruptive behaviour continues, the advice of the headteacher/ senior teacher may be sought. There is a focus on supporting the pupil to change unacceptable behaviour and work in partnership with parents and carers.



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The following may be used:

- Time out working away from class for a period of time
- Appropriate reflection sheet completed with a strong element of pupil voice
- Meeting or phone call with parent arranged and logged. Subsequent meetings may follow
- Individual plan put in place to encourage and support appropriate behaviour
- An ABC chart to establish any patterns or triggers
- Mentoring procedures
- Inclusion in a supporting intervention or therapy

### **SEND pupils**

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from our sanction system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's IEP.

### **Support agencies**

If behavioural difficulties continue the Head/SENCo or senior teacher will become involved. The advice and input of outside agencies will be sought as necessary. These may include the Autism and Social Communication Team or other agencies that offer support for pupils and families such as Early Help.

### **Exclusions**

Exclusion can be in response to a single very exceptional incident or as a result of a number of incidences growing in seriousness over a period of time. In most cases, the school and parents have already been in regular contact. Exclusion is most usually linked to the health and safety of the child concerned, other children or adults. A pupil may be excluded for one or more fixed periods or permanently. The behaviour of pupils outside of school can be considered as grounds for exclusion. Exclusion is used rarely and always in line with the guidance in *Exclusion from Maintained Schools, Academies and Pupil Referral Units, September 2017*

Head/Senior teacher must be consulted for suspected or actual:

- Bullying incidents
- Racial incidents
- Physical hurt to another pupil
- Emotional hurt to another pupil
- Damage to property or resources
- Swearing
- Anything that may be considered child on child abuse

### **Allegations against a member of staff**

If an allegation is made against a member of staff, the procedures outlined in the school policy will be followed. If the allegations are found to be false or malicious, disciplinary action will be taken against the pupil in consultation with the Local Authority.

### **Powers to discipline**

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to pupil behaviour in school, on school visits and outside of school in certain circumstances. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable and proportionate punishment in response to poor behaviour.

### **Searching pupils**



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School staff can search pupils with their consent for any item which is banned by the school rules. Headteachers and staff authorised by the headteacher have the power to search pupils or possessions, without consent, where they suspect the pupils to have knives, weapons, alcohol, illegal drugs and stolen items.

### **Confiscation**

A member of staff may use their discretion to confiscate a pupil's property where reasonable to do so. N.B. Staff are expected to use their discretion as to whether the item should be returned to pupils or whether parents should be requested to pick up the items, as well as if it is an item of value e.g. a mobile phone whether it should be stored in the school safe. Mobile phones are not to be taken into classrooms by pupils and must be stored in the school office.

### **Use of reasonable force**

All members of staff have the legal power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

### **Child on Child conduct**

School staff will follow procedures for Child Protection and Safeguarding in terms of any inappropriate or unacceptable child on child behaviour or conduct. This includes bullying and conduct on line, even if outside of school.

### **Behaviour at Playtime and Lunchtimes**

Details of behaviour expectations at playtimes and lunchtimes are at Appendix 1.

### Guidance used to formulate this policy:

Equality Act, 2010

*Behaviour and Discipline in Schools*, January 2016

*Exclusion from Maintained Schools, Academies and Pupil Referral Units*, September 2017

*SEND Code of Practice*, 2014

*Use of reasonable force* July 2013

### This policy must be taken in conjunction with school policies on:

Child Protection and Safeguarding

Anti-Bullying

Equality

SEND /Inclusion

PSHE

Emotional wellbeing

Collective worship

## **Appendix 1**

### **Behaviour at playtime and lunchtime**

The children follow the 'Playground Golden Rules'. High expectations of behaviour exist at all times. It is important staff highlight and reward positive behaviour when on duty by praising children for playing sensibly. Rough games involving play fighting/wrestling, tripping, kicking, pulling of clothes etc. are not permitted.

Poor behaviour can lead to the sanctions outlined:

- Stage 1 - Verbal warning from the adult on duty.
- Stage 2 - Time out for 2-3 minutes to reflect. Incident recorded in playground behaviour log.
- Stage 3 – if poor behaviour persists, seek support from the class teacher or Head/senior teacher
- Stage 4 – internal exclusion from playtime or lunchtime
- Stage 5 – external exclusion from lunchtime

### **We follow the Playground Golden rules**

We are gentle when we play  
We are kind and helpful towards others  
We respect everyone's games  
We look after the playground  
We listen to and keep the playground safety rules  
We are honest with everyone



### **We follow the dining hall rules:**

We line up calmly  
We walk carefully through the hall  
We speak quietly to those around us  
We keep our table clean  
We are polite to everyone  
We use good table manners



### **Head/Senior teacher must be consulted for any suspected or actual:**

- Bullying incidents
- Racial incidents
- Physical hurt to another pupil
- Emotional hurt to another pupil
- Damage to property or resources
- Swearing
- Anything that may be considered child on child abuse