

SHIPLEY CE PRIMARY SCHOOL
BEHAVIOUR POLICY

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 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 (June 2018)

Strategies to promote good behaviour

We follow the Golden Rules

We are gentle
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*

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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 -

- 'classpoints' with end of term rewards – these may vary in each class
- Shining Stars golden certificates
- The weekly 'Golden Book'
- Star of the week
- Dojo class rewards

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 something to do to help them with 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 working in partnership with parents and carers.

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 support and reward 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.

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 real:

- Bullying incidents
- Racial incidents
- Physical hurt to another pupil
- Emotional hurt to another pupil
- Damage to property or resources
- Swearing

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.

Government Guidance on Ensuring Good Behaviour in School

We have adopted the DfE Jan 2016 guidance '*Behaviour and discipline in schools*'.

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

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

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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.

Peer on Peer conduct

School staff will follow procedures for Child protection and safeguarding in terms of any in appropriate or unacceptable peer on peer 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:

Anti-Bullying

Equality

SEND

Inclusion

PSHE

Emotional wellbeing

Collective worship

Safeguarding

Appendix 1

Behaviour at playtime and lunchtime

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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

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

COVID appendix Sept 20

Golden rules still apply

Whole school focus on **kindness** in the autumn term. Verbal praise for kind acts should have a high profile.

Rewards

praise praise, praise

No stickers or golden tickets but any class rewards/points work well

Sanctions

Time out of class if needed in designated areas

Staff recognition of why negative behaviours may occur – tiredness, anxiety about the work/family, out of routine, not coping with restrictions, lack of physical contact with others.

Find out, if we can, what is worrying them

Use the shared script below

Refer to other staff if needed who will not judge or tell them off but may give them time out before going back to the script. **Body language and tone of voice have a huge impact here**

Seek further help if negative behaviour continues. It may be appropriate to have some further reflection time at playtime.

Use Paul Dix guidance of Choice & Consequence - Shared script

I notice you were.....

I understand how you feel.

Do you remember when... (recall a time when they have behaved well).

That the behaviour we need now

If you choose to do that, everyone can...(get on, play safely etc)

Thank you for...(listening, thinking of your classmates, being brave,

Zero tolerance on deliberate disruption to others in class whilst still recognising why behaviours may be occurring.