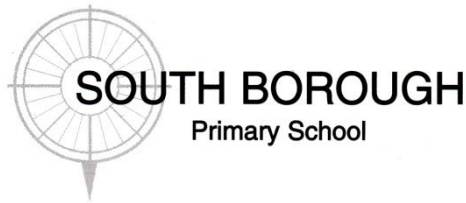


# **BEHAVIOUR POLICY**

**Approved: September 2017**

**Review Date: July 2018**

**Confirmed:**



## **SOUTH BOROUGH PRIMARY SCHOOL Behaviour Policy**

### **Mission Statement**

To develop, stimulate and inspire children to become confident, determined and independent learners by providing a professional, supportive environment with high expectations that provides opportunities for a learning ladder for life.

Our Behaviour Policy has been agreed by staff and pupils in order to support the ethos and values of our school. It underpins the school mission statement and describes the structures and strategies within the school which will enable us to manage the children's behaviour and encourage good behaviour for learning. We will provide children with strategies to be able to manage their own behaviour.

As part of the monitoring process, we will ensure that:

- the policy is reviewed annually
- staff, governors, parents/carers and pupils are consulted

Our expectations are that pupils will:

- be considerate of each other and of adults
- develop good inter-personal and social skills
- develop emotional maturity and stability
- accept that we can make mistakes but that we need to learn from them and move forward
- follow the school rules throughout the school day, inside and outside of the school building
- be resilient towards problems and show perseverance when faced with difficulties

To facilitate positive behaviour staff are expected to:

- support pupils and colleagues
- establish good relationships and be positive role models
- create a learning environment with high expectations

### **Rights and Responsibilities**

All stakeholders in South Borough Primary School have rights and responsibilities directly linked to our mission statement and our positive behaviour ethos.

<b>Children</b>	
<p><b>Rights:</b></p> <ul style="list-style-type: none"> <li>• To feel safe</li> <li>• To be able to learn to the best of their ability</li> <li>• To be treated fairly with consideration and respect</li> <li>• To be listened to by adults in the school</li> <li>• To know what is expected of them</li> <li>• To gain self-esteem and confidence</li> <li>• To experience progress and achievement</li> </ul>	<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• To care for and take pride in the school environment and equipment</li> <li>• To support and encourage each other</li> <li>• To treat others with consideration</li> <li>• To follow instructions from staff</li> <li>• To take responsibility for their own actions</li> <li>• To resolve difficulties, seeking appropriate help if needed</li> <li>• To do their best and allow others to learn</li> </ul>

Children will be regularly reminded of these rights and responsibilities in order to support them to meet our behavioural expectations.

<b>Staff and Governors</b>	
<p><b>Rights:</b></p> <ul style="list-style-type: none"> <li>• To feel safe</li> <li>• To be treated with respect by pupils, parents/carers and colleagues</li> <li>• To work within a supportive and understanding community</li> <li>• To know what is expected of them</li> </ul>	<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• To create a safe environment</li> <li>• To provide learning opportunities to engage all children</li> <li>• To have high aspirations for all children</li> <li>• To treat pupils with respect at all times</li> <li>• To foster good relationships, leading by example</li> <li>• To involve parents and carers when children are finding it difficult to meet expectations of behaviour</li> <li>• To develop a consistent approach, working as a team to support and encourage each other</li> </ul>

<b>Parents and Carers</b>	
<p><b>Rights:</b></p> <ul style="list-style-type: none"> <li>• To know their children are safe and happy</li> <li>• To be sure their children are treated fairly</li> <li>• To be able to communicate with staff easily</li> </ul>	<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• To ensure children attend daily, arrive on time and are well-prepared for the school day</li> <li>• To support the school policies and strategies</li> </ul>

<ul style="list-style-type: none"> <li>• To be informed about their child's progress and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• To promote good behaviour, politeness and consideration for others</li> <li>• To inform the school of any issues that may affect their child</li> <li>• To encourage children to have high aspirations for their future</li> <li>• To respond and support the school when contacted about a child's behaviour</li> </ul>
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### **The School Core Values**

The aim of the South Borough Primary School core values is to ensure all children understand what is expected of them, inside and outside of school and to give them a visual reminder of what they can do to make South Borough Primary School a happy, safe and positive place to learn. The core values allow children to develop skills to 'learn how to learn things they do not yet know'.

The South Borough Primary School core values will be displayed throughout the school environment. They will be used as a discussion point between staff and children to encourage positive behaviour for learning.

### **Core Values:     For children to show**

- Sincerity
- Bravery
- Perseverance
- Support

Children need to be taught and to learn how to behave appropriately. They need to know that mistakes can be made and learned from. Our success is measured not by the absence of problems but by the way in which we deal with them.

Each class will display the core values in their classroom:

Sincerity	Bravery
Perseverance	Support

Stickers with these words on will be awarded to children who are showing the Core Values – Sincerity, Bravery, Perseverance, Support.

## **Managing Behaviour:**

To support children staff will:

- Ensure that a smile is the first point of contact with a child
- Approach all situations in a calm manner
- Be aware of their own non-verbal messages through facial expression and body language
- Establish the facts by listening to all those involved
- Address the problem
- Avoid confrontation
- Make a judgement only when facts have been established.
- Use consequences appropriately and according to the agreed behaviour policy
- Ensure that children make amends wherever possible using a restorative approach
  - Apologise – verbal or written
  - ‘Consequences should fit the crime’ – fighting at playtime should result in loss of play. Football related incidents should result in loss of football etc.

## **Rewards**

- Certificates
  - Core values certificate. 2x per class – linked to the school core values.
- Stickers – awarded by all staff
- House points – these can be awarded for good work, being polite, kind, helpful etc. These will be added up weekly and the totals displayed in the hall.
- The winning house gets a reward at the end of each term.
- In class rewards that are individual to each class. ie Table points/Marble in a jar etc
- If a child has an Individual Behaviour Plan (IBP) they may have individual rewards.
- Head teacher’s tea party – 2 children per term.

## **Sanctions:**

If a child is causing disruption or displaying poor behaviour for learning in your classroom these are the steps that you are to take:

- Remind the child of the behaviour expectations/class and school rules
- CTs will verbally inform parents if children are showing poor behaviour for learning.
- Remove the child to another seat in the class
- Send the child to your partner class for 1 or 2 minutes
- If behaviour continues to be unacceptable send the child to AHT
- If behaviour continues to be unacceptable send the child to the HOS
- HOS will decide if a letter needs to be sent home to the parents
  - Letter 1 – informs parents of child’s unacceptable behaviour
  - Letter 2 – asks parents to make an appointment to see CT
  - Letter 3 – asks parents to make an appointment to see HOS
  - Lunchtime behaviour letter informs parents of unacceptable lunchtime behaviour. (see lunchtime expectations)

### **Additional Behaviour Support**

There will sometimes be occasions when some pupils find it difficult to work within the identified system of sanctions and rewards. These pupils require additional behaviour support. Allocation of additional support will be agreed with parents and carers after a full discussion of the child's needs. At this point the child will be placed on the school SEN register and a range of strategies and resources will be considered.

These may include:

- Behaviour Management Plans
- Pastoral Support Plans
- Bower Grove Outreach Support Service
- ELSA (Emotional Literacy Support and Advice)
- Assessment by the Educational Psychology Service and possible referrals to outside agencies as appropriate

It is vital that records are kept of all behavioural incidents, these will be recorded on behaviour log forms and kept in the classroom and passed onto the next class teacher. The SENCO will be informed of all serious behaviour incidents. This helps to safeguard children and to build a full and accurate picture of their needs.

### **Lunchtime behaviour**

- Negative behaviour/rudeness/bad language/violence will NOT be tolerated and must be dealt with. No one should ignore children who are doing the wrong thing.
- Children should be encouraged to use the equipment to play.
- Play leaders will ensure children are engaged in games on the playground.
- If children are misbehaving they are to be reminded of the expected behaviour and given a choice – eg you can do the right thing now or go to time out.
- If they continue not to listen they will be reminded of the choice and shown the amber warning card.
- If they still continue to do the wrong thing they will be shown the red card and given a consequence as per in class.
- The children will have to go to a 'time out' area (picnic benches) for 1, 3 or 5 minutes depending on the nature of the behaviour incident.
- There will always be a member of staff in this area who will time the children.
- If the children refuse to go to this area their name will be written on a card and this will be given to the class teacher who will then impose a consequence or they will need to do the 'time' the following day.
- If children are persistent offenders they will lose the right to be on the playground and will need to earn the right to go out.

### **Use of Reasonable force**

Power to use reasonable force or make physical contact: The safe handling policy describes the situations in which reasonable force may be used (including removing disruptive pupils from classrooms).

### **School Trips**

Should children show unwanted behaviour on a school trip they will have a consequence as deemed appropriate by the class teacher at the time. This will be discussed with the SENCO and parents on returning to school. Children will only be 'excluded' from school trips if they have displayed unsafe behaviour in school and the class teacher feels that they would display this behaviour whilst out of school.

### **Exclusions**

Exclusion will only be considered after all possible strategies and resources have been explored.

### **Internal Exclusion**

Internal Exclusion is used for serious incidents and is authorised by the EHT or HoS.

Internal exclusion means a period of time in school isolated from the school community. Parents and carers are informed.

### **Fixed Term Exclusions**

Serious or persistent breaches of the behaviour policy will result in a fixed term exclusion from school.

The Executive Headteacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year.

A record of fixed term exclusions is kept and the governing body and local authority are informed each term.

### **Permanent Exclusion**

The Executive Headteacher has the right to permanently exclude a child from school in accordance with Local Authority guidelines. The Executive Headteacher may permanently exclude a pupil for persistent or serious misbehaviour. It is also possible for the Executive Headteacher to convert a fixed term exclusion into a permanent exclusion.