



Behaviour Policy

May 2017



Introduction

Sidney Stringer Primary's objective is to aim for excellence in all aspects of school life. We aim for high standards and achievement in learning through positive behaviour and attitudes. It is everyone's responsibility to ensure that all children behave well at all times. All staff should be positive role models and encourage good behaviour whilst being prepared to deal with issues that they come across, only referring to appropriate colleagues when necessary.

The Aim of this policy is: -

- To create an environment which encourages and reinforces good behaviour.
- To promote values which foster and encourage good behaviour.
- To establish clear guidelines and rules, based on common sense and safety, by which the school will operate.
- To encourage consistency of response to both positive and negative behaviour.
- To establish a clear system of sanctions to be used when a child's behaviour fails to meet our expectations.
- To provide information to parents in order to achieve consistency in the messages children receive about appropriate and inappropriate behaviour.
- To ensure that the school's expectations and strategies are widely known and understood.

Children should begin to learn about good behaviour at home before compulsory school age. Building on this foundation and in partnership with parents we aim to create a happy, friendly, safe and caring environment where children grow to respect: -

- one another
- themselves
- all staff and other adults working in school, e.g. volunteer helpers
- parents and carers
- school property
- visitors to and neighbours of the school
- the rules and ethos of the school
- everyone has the right to go home fulfilled

Rationale / Principles of the Behaviour Policy

- Everyone at Sidney Stringer Primary deserves respect: they have the right to be treated in a courteous and considerate way. Bullying, harassment and any other forms of unkind and upsetting behaviour will not be tolerated
- Every member of staff has the authority to reprimand and discipline children for actions that they consider to be anti social, dangerous and disruptive.
- Staff, children and parents / carers need to be aware of our standards and expectations:
 - Every child has the right to learn
 - Every teacher has the right to teach without interruption
 - Every parent / carer has the right to information about their child's behaviour.



- It is important that parents share the responsibility for their children's behaviour and they have the right to be kept informed and involved. By sending their son / daughter to Sidney Stringer Primary parents undertake a commitment to support the school.
- The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to: -

- create a positive climate with realistic expectations.
- emphasise the importance of being valued as an individual within the group.
- promote, through example, honesty and courtesy.
- provide a caring and effective learning environment.
- encourage relationships based on kindness, respect and understanding of the needs of others.
- ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.

Expectations

Children

It is the responsibility of pupils to make good choices at all times with all adults and pupils in school.

Children are expected to make good choices by following our simple rules:

- ❖ Be kind and respectful to everyone
- ❖ Be polite and honest
- ❖ Do your best
- ❖ Walk quietly in school
- ❖ Listen when others are talking
- ❖ Take care of your school

These rules will be displayed in all classrooms, hall and outside offices.

Children are expected to behave in line with the school rules/policies at all times, including out of school hours and especially on the journey to/from the school. We reserve the right to take action where the behaviour of a child out of school hours may have a negative impact of the reputation of the school.

Teachers

It is the responsibility of all adults to have high expectations of children in terms of the choices they make their behaviour and relationships.

Teachers must consistently apply our whole school systems of behaviour management:

- ❖ Praising children – recognising, acknowledging and rewarding individuals and/or groups, making the praise explicit according to our values and/or Golden Rules;
- ❖ Making consequences of poor choices explicit;



- ❖ Treating children fairly and with respect and understanding, listening to children and promoting a language of choice;
- ❖ Managing children's behaviour effectively and apply this policy with their own class and other children around the school;
- ❖ Be a positive role model by actively demonstrating our Values;
- ❖ Keeping records associated with our behaviour management;
- ❖ Seeking help and support from senior colleagues, having followed our policy consistently;
- ❖ Liaising with external agencies to support and guide the behaviour and emotional needs of children;
- ❖ Liaising and reporting to parent's information about a child's behaviour, emotional needs and/or wellbeing at school.

Learning Support Assistants and Non-Teaching staff

It is the responsibility of all other staff to support teachers to achieve their objectives, above.

Head Teacher

It is the responsibility of the Head Teacher to:

- ❖ Ensure the consistent implementation of this policy through the school
- ❖ Ensure the health, safety and well-being of all staff and children in the school
- ❖ Report to governors on the effectiveness of this policy
- ❖ Maintain a record of incidents of poor behaviour
- ❖ Issue fixed-term and/or permanent exclusions to individual children

Parents

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parents can expect to be kept well informed of their child's behaviour at school. In the case of persistent misbehaviour or, more rarely a serious misdemeanour discussions with parents will take place to establish ways of helping the child improve. For example, it may necessary to devise a Pastoral Support Plan in conjunction with the parents. In some cases behavioural problems may form the basis for Special Educational Needs registration leading to the involvement of support agencies both at school and in the home.

There will be a copy of this policy on the school website and a hard copy for parents upon request.

We expect parents to sign the home/school agreement and

- ❖ Be aware that the school has rules and to support them.
- ❖ Support the school's decision when applying consequences.
- ❖ Contact the class teacher with any concerns about behaviour in the first instant, then the Headteacher.

Governors

The governing body has the responsibility of setting down this policy and establishing overall aims on standards of discipline and behaviour, and of reviewing the effectiveness of this policy.



The governors support the head teacher in implementing this policy. The head teacher has day-to-day responsibility to implement the school behaviour and discipline policy, but must take any advice from governors when making decisions about matters of behaviour.

The Curriculum and Learning

- A creative and well-structured curriculum that ensures effective learning will contribute to good behaviour. Active involvement in their own learning and structured feedback helps to avoid children becoming disaffected which can be the root cause of poor behaviour in the classroom.
- Lessons should have clear learning intentions which are understood by the children. They should be differentiated to meet the needs of all abilities.
- Classrooms will be well organised for easy movement, resources clearly labelled. Rules will be clearly displayed and taught. School values will be referred to. Routines and expectations will be clearly understood.
- Marking should be used to provide positive feedback to children on their progress and next steps to achieve. Marking should signal to children that their efforts are valued and that progress matters.

Rewards

At Sidney Stringer Primary we believe that ALL children are motivated to learn by praise, reward and celebration of achievement. Children should always be commended for good behaviour. Children's special achievements will be recognised and shared. Praise outweighs reprimands to achieve desired outcomes.

The following will also be used as motivation and reward strategies

- Well done stickers in class.
- Star of the week certificates for learning given out in family assembly on a Friday.
- Behaviour and values award given out Friday family assembly.
- House points awarded for good work and behaviour.
- Children who receive certificates on Friday have their names in newsletter that week.
- House points system is used throughout the school. Tokens can be earned for following the core values and learning skills. House teams will be used for Sports Day and other events. Family members will be placed in same houses.
- Outstanding citizen award is presented on Fridays to children who display positive learning behaviours.

Inappropriate Behaviour

In this school the following forms of inappropriate behaviour will not be tolerated: -

- persistent classroom misconduct which interferes with the progress of other children



- aggressive or violent behaviour, including thoughtless, dangerous play
- rude or abusive language, including deliberately using unkind words, swearing or spitting
- defiance i.e. refusing to do as you are told including answering back.
- acts of vandalism to school property, including graffiti
- stealing
- bullying, including acts of violence, taunting, persistent name calling, cyberbullying (refer to the school's Anti-Bullying Policy)

Inappropriate Behaviour – Strategies and Sanctions – to be used in line with age and development.

Behaviour	Possible strategies	Possible Sanctions
<p>LEVEL 1 low level Low level disruption Calling out, fidgeting, fiddling</p>	<p>Ignore, seek good behaviour to praise. Praise pupils nearby or pupil for right choice. Class reward points. Give clear instruction. Reward small steps Give positive attention</p>	<p>Minimal – eye contact, facial expressions, reminders, teacher moves closer, etc Verbal warning. Choosing time withdrawal. Informal chat with CT</p>
<p>LEVEL 2 minor Does not stay in seat Attention seeking Not working Shouting out Annoying peers, disturbing table Defiant</p>	<p>As level 1 'What are you doing? What should you be doing?' Negotiated rewards</p>	<p>Verbal warning. Class teacher to arrange to talk to parents/carers.</p>
<p>LEVEL 3 moderate Repeated level 1 or 2 behaviour. More than 2 class timeouts in 1 lesson. Refuses to go to time out table.</p>	<p>Give choices –“Do x or go to partner class. It's your choice.” Daily sticker charts Refer to social skills group</p>	<p>Move to another part of the classroom or to another class where child has cool down time. Letter of apology if harmed another child. Younger children should draw them a picture to make them feel better. Child will lose privileges; school trip, special responsibilities, clubs Child to be put onto behaviour Chart for a Week and a copy sent home at the end of the week. To continue for as long as felt</p>



		necessary and is effective. The behaviour recorded on the cpm Parents asked to attend consultation to discuss.
<p>LEVEL 4 very serious</p> <p>Refuses to follow instructions given by an adult working in the school</p> <p>Refuses to go to partner class</p> <p>Swearing at teacher/adult</p> <p>Leaves class – not in partner class</p> <p>Does not stay in school</p> <p>Physical aggression</p> <p>Fighting/Bullying</p> <p>Racism</p> <p>Inappropriate sexual behaviour linked to maturity</p>	<p>Set up behaviour plan with SENDCO who will identify when a Pastoral Support Plan is required.</p> <p>Report charts with negotiated reward.</p> <p>Headteachers' Daily Behaviour Report Card</p> <p>Possible involvement of outside agencies.</p>	<p>Immediate involvement of the HT</p> <p>The behaviour recorded on the cpm</p> <p>Parents / carers informed of incidents and given regular feedback about their child's behaviour.</p> <p>Possible Fixed Term Exclusion for all or part of the day at the Head's discretion</p>
<p>LEVEL 5 extremely serious</p> <p>Repeated level 4 behaviour</p> <p>Serious physical assault.</p> <p>Sexual assault/Drugs in school.</p> <p>Carrying a dangerous weapon</p>		<p>Fixed Term Exclusion</p> <p>Possible permanent exclusion</p>

In the case of recurring problems parents/carers will be invited to meet with the class teacher and/or Headteacher to put together a behaviour chart to suit the child, this may also include the support of a behavioural psychologist. Staff will work with parents to help diagnose the cause and a means of managing repeated negative behaviour. If necessary outside agencies will be consulted to ensure adequate support is given as soon as possible for more complex issues. There may be a short-term exclusion with a reintegration meeting prior to return. If the behaviour persists and there is no improvement despite the school having exhausted every other avenue, Governors may make an executive decision that a permanent exclusion is the only way to safeguard the safety and ethos of the school (see Exclusions & Appeals policy).



Special Educational Needs

Some children are subject to a Child Support Plan which clearly establishes appropriate procedures, rewards and sanctions. This should be discussed with parents, the pupil and relevant staff and reviewed regularly while it remains in place. For these children this policy must be used in conjunction with their IEP.

End of playtime Procedures

A bell will separate playtime from work time. On the first bell children stand still, then on the second they line up and walk into the school accompanied by their teacher.

Lunchtime and Playtime Behaviour Procedures

A child who chooses to behave in an inappropriate manner will be warned first unless the behaviour is so serious that a warning is not possible e.g. a child has been hurt. If a child who has been warned continues to misbehave they will receive five minutes time out standing next to the staff member concerned. If the behaviour is more serious then the child or children will be sent to the Head teacher's office where they will be dealt with by the head teacher or a senior member of staff in her absence. If a child refuses to cooperate with staff in the playground they will send their name badge to the staffroom with another child and an adult will inform the Head teacher or a senior member of staff.

Uniform

Children will be expected to wear the school uniform and the uniform policy followed.