

SOMERBY PRIMARY SCHOOL



Behaviour Policy

Adopted by the Governing Body
Signed by Chair of Governors

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Date

Somerby Primary School Behaviour Policy

Introduction

Somerby Primary School see this policy as a positive, planned set of strategies to manage and be effective in creating a warm and caring learning environment thus boosting the self-esteem of all who work in the school, both children and staff.

It is based on being consistent and positive about behaviour but it is also *flexible enough to recognise the professionalism of each member of staff and his/her unique insight into the individual needs of each child in his/her care*. It is important that staff are able to work within the policy and yet, are able to be flexible where some children are concerned.

Our behaviour policy is all about saying what we want to see happening and not about what we don't want to see happening. It will help staff to deal with children consistently and fairly and enhance the standards of good behaviour in the school. It will also allow teachers to fulfil their teaching role more positively and give children a better opportunity to take advantage of the curriculum we offer.

Development

The policy was developed in consultation with all staff, Governors and parents.

Aim

All children in the school are entitled to full participation in the social and academic life of the school. In order to achieve this certain patterns of behaviour must be established.

We aim to encourage:

- A positive self-image
- Respect for others and their belongings
- An awareness of the needs of others
- Respect for their own property and that of others
- Positive interaction between peers, teaching and support staff and parents

We interpreted these aims for the children, in order that they may achieve acceptable standards of behaviour by creating 'Our School Rules'.

Our School Rules

At Somerby School we will always try to;

- Respect ourselves and others.
- Respect school's and other people's property and equipment.
- Listen carefully.
- Always try your best.

To maintain and exceed acceptable standards of behaviour in school we need:-

- Close co-operation between pupils and staff.
- A good working relationship between parents and teachers
- An attractive curriculum coupled with effective teaching methods
- Policy that all staff understand, promote and adhere to.

Implementation

All staff use agreed strategies to model, prompt and reward good behaviour. All staff should ensure that the pupils are aware of the rules and be consistent when enforcing them. It is important that all

the children have the opportunity and time to learn and discuss the rules, their rewards and consequences. This will be covered by each class teacher at the beginning of the school year. This will involve the class in the following activities

- Creating a class set of rules based on 'Our School Rules'
- Setting up a system for achievable class and individual rewards
- Creating individual targets in key areas of learning for each child.

Throughout the year the above can be reinforced through circle time, PSHE sessions and assemblies. In this way children will learn what is acceptable/ not acceptable. Thus, they will be able to make informed choices about their own behaviour.

The general strategies are:-

- To use clear, positive language at all times
- To use positive non verbal communications.
- To praise good behaviour regularly and treat minor disruptions as 'low key'
- To condemn the actions and not the child
- To be consistent and fair
- To enforce our high expectations with frequent reminders

Rewards

Each class will have their own distinct system for instant praise for work and good behaviour, including stickers, opportunities to show work to others and sharing time in assembly. Achievements are recognised and reinforced in the weekly celebration assemblies.

What is low level disruption?

Low level disruptions may seem insignificant, however they can become very quickly a negative force to the class and when persistent have a negative impact on all. Such behaviours include:

- Calling out
- Talking over the teacher
- Talking over their peers
- Drawing on books
- Moving unnecessarily
- Not respecting others

What is unacceptable behaviour

Unacceptable behaviour is deemed as an action taken by a person, which is deliberate and has a negative impact on themselves or those around them. This may include:

- Rudeness to others
- Physical violence or aggression
- Verbal abuse or swearing
- Damage to property
- Racist behaviour
- Sexist behaviour
- Theft
- Bullying, including cyber and e-bullying
- Deliberate disruption to learning
- Defiance
- Putting self or others at risk.

Consequences

If children choose to break a rule it is important that they should understand what they have done wrong and why a particular consequence is being applied. Most times a warning will be enough to change behaviour, however if the same rule is broken again that day other consequences will have to follow. Consequences will be dependant on the needs of the class/individual pupils involved and are to be used at the discretion by the teacher.

The teacher may wish to use :-

- Verbal warning
- Verbal warning and sanction (name on cloud in class)
- A child can get their name off the cloud if they improve their behaviour to an acceptable standard by the end of the lesson.
- A child with their name on the cloud at the end of the lesson will
KS1 – lose 5 minutes break
KS2 - lose 10 minutes break
(they will be required to sit on the bench in the playground for this time or inside with the teacher, either in class or outside of the staffroom)
- If a child is on the cloud for more than twice in a day, they will be sent to the Head Teacher to discuss their behaviour.
- Class teacher to speak to parent or carer.
- If a child is regularly being sent to the Head Teacher then a meeting will be required with the child and their parent to discuss the behaviour of the child, and how best to help them as a support network in achieving acceptable behaviour in class to allow them and others around them to benefit from a good education.

Every day is a new day and except for severe misbehaviour, no warnings or consequences are carried forward to the next day.

The Headteacher has the responsibility for issuing fixed term exclusions to individual pupils for serious acts of misbehaviour . For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a pupil. Governors will be notified of such decisions and parents have the right to appeal.

What school can do to help?

Certain strategies are used to help pupils distinguish between what is acceptable and not acceptable behaviour in terms of these actions (see **Implementation** section). In some cases, where a pattern of persistent unacceptable behaviour occurs, it will be necessary to complete a behaviour support plan which is then shared with the pupil, parents and staff. In some cases parents maybe invited to help participate in the formulation of the behaviour support plan to aid their child's positive behaviour. The plan may only be needed in class, at playtime, lunch time or for all activities in the school day.

Parents and Carers

Parents play a vital role in promoting positive behaviour and so effective home/school liaison is vital. The school an open door policy that allows parents to pop in if needed to inform or ask staff questions about their child between 8:30-8:45am every morning in the classroom. If a private conversation is needed and support available this can take place during this time or an appointment can be arranged at a more convenient time for all involved.

SOMERBY PRIMARY SCHOOL



Positive Playground Policy

Adopted by the Governing Body
Signed by Chair of Governors

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Somerby Primary School Positive Playground Policy

Somerby School recognises the unique contribution playground activities make to the well-being of the pupils in our school. Providing a safe and supportive environment, the playground offers pupils opportunities to play, creativity, fun and enjoyment. We attach great importance to ensuring that break times and lunchtimes in our school offer pupils positive experiences that contribute to their social, physical and emotional well-being.

In particular we recognise that increased levels of physical activity not only improve pupils' health and fitness, but also have an impact on ensuring positive behaviour and attitudes within the school as a whole.

Aims

- All children should enjoy playing outside in safety.
- Children should learn to respect each other and treat each other kindly.
- Children should be encouraged to play in a positive way and learn to resolve problems and conflicts in a non-physical way.
- Children will be able to play freely unless judged that they are a danger to themselves or others.
- Children look after equipment and play sensibly with it, tidying up at the end of playtime.
- Both boys and girls have equal access to the playground resources and space.
- Children have equal access to both active play space and quiet areas.
- Adults will be positive role models.

Playground Culture

Pupils are encouraged to enjoy the outdoors, explore their environment and play imaginatively, alone or in groups.

Pupils are encouraged to manage, with adult help only when necessary, their social situations positively and independently. They should feel safe and secure so as to feel that they can ask for help when needed.

All staff are to cultivate a consistent approach to discipline in order for the pupils to feel safe.

At all times pupils are expected to play sensibly, safely, avoiding the use of bad language, inappropriate gestures, rough or aggressive play, play fighting and the exclusion of other pupils.

Pupils must play only in the permitted zones and will recognise and respect different zoning in the playground, such as quiet zones where children can read, chat, draw and play board games or other such quiet activities.

Adults will use positive language when talking to the children about problems or conflicts; such as *"why do you think XXXX is feeling unhappy?"*, *"What happened to XXXX to make them feel cross?"* *"What do you think you should have done?"*

Adults will give both parties the chance to speak before deciding if any sanction is necessary. Where appropriate the adult will give the child the chance to decide what sanction is appropriate.

Clear Playground Rules

Playground rules are drawn up in consultation with the whole staff and pupils. Rules are laminated and displayed for all to see in the playground.

Wet Play

Wet play is supervised by the adult on duty. The children may use wet play activities, drawing activities, construction toys, imaginative games involving dressing up and a DVD selected by the teacher on duty.

Rewards

We use a range of strategies to promote and encourage positive play. These strategies are:

- Verbal recognition of good play and behaviour
- Writing up individuals positive contribution to playtime in the behaviour book
- Stickers
- Raffle tickets
- Being recognised as a star pupil in the celebration assembly on Monday mornings

Consequences

The same level of respect and high standard of behaviour that is seen inside the classroom is expected outside the classroom. Children will be given a warning and a chance to improve their behaviour but sometimes an immediate response might be called for. However inappropriate behaviour will be dealt with as follows:

- A quiet chat outlining how the behaviour is not acceptable, followed by a verbal apology or written if deemed necessary.
- 'Time Out' in the playground. The child will be expected to sit out from the activities for a time to consider their actions and allow themselves to take control of their emotions again.
- Loss of privileges, such as the rest of the break time or a lunch time.
- Their behaviour recorded in the behaviour book. This book is monitored regularly for patterns of behaviour or regular children who obviously need support to help them play in an appropriate way.
- Referral to a senior member of staff, such as class teacher or Head teacher.

Staying Safe

Some behaviour such as play fighting are not encouraged or allowed. Although battle or invasion games such as pirates or robbers are permitted but are monitored to ensure they remain safe and remain play based. As soon as there is any sign that things are going too far they will be stopped. Adults will use their professional judgement in this respect.

Children are only allowed to go on the climbing equipment if they are wearing suitable clothing and shoes.

During certain times in the week/year equipment may be designated for play by certain groups of children, such as large play equipment to be used by Foundation pupils, or scooters for years 5/6. This will be decided for the safety of all the children.

Children are not to be allowed to stay inside without adult supervision. If a child is sent in they must go and report to their designated teacher.

Additional staff are available when staff on duty need help with First Aid.

What Parents Can do to Help

- Be familiar with the schools expectations for playground behaviour.
- Be supportive of the school if it is necessary to apply consequences for inappropriate behaviour.
- Approach the issues of playground squabbles sensibly and calmly; encourage children not to blow such issues out of proportion.
- Encourage children to play appropriately in the playground, taking account of the needs and rights of others.
- Contact the class teacher first to arrange a meeting if there are any concerns.