



Behaviour policy 2018-2020

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Our aim and values at Somerby Primary School

Our aim currently been worked on, to reflect the great work we do.

It will show what values we promote and explicitly teach in our curriculum, so we help build great children who are a credit to themselves, their family and their school.

We want the children to try their best in all that they do – to aim high to achieve the best they can.

Responsibilities

The governors of the school are responsible for determining the content of the policy and the headteacher for implementation.

Publication

This policy will be published on the school website.

Monitoring and evaluating

This policy will be monitored as part of the schools' monitoring and evaluation programme.

Inclusion and equality statement

Our school is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children.

We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The school's Disability Equality Policy will be followed and the use of stereotypes under any of the above headings will always be challenged.



Introduction

It is necessary for schools to establish effective systems and procedures in order to achieve high standards of behaviour. The day to day management of children's behaviour in the classroom, inside the school and in the playground, is a focus for the staff, parents and children of Somerby School. A school community needs to have shared values based on mutual respect, which are inherent in the school's ethos and practices. This serves to provide a safe, secure environment and a positive climate which caters for the general well-being of the child and enables effective teaching and learning to take place.

Aims

We aim to secure an excellent standard of pupil behaviour in the school through establishing and maintaining rules and discipline which pupils understand, respect and follow.

We aim to build upon high standards of classroom discipline to foster in our pupils a sense of social responsibility towards the school and the wider community.

The Right to Learn

Our school community is dedicated to learning and understanding. Any behaviour which leads others to feel anxious and insecure is unacceptable because it makes learning more difficult and therefore undermines the core purpose of the school.

As a school, we believe that we all have:

- a right to be treated with respect
- a right to teach and learn
- a right to feel safe
- a right to be treated fairly

As a result of our beliefs, the following is the Code of Conduct we expect all members of our school community to work towards:

- Always show respect for other people and their property
- Respect people's rights to teach and learn
- Help people to feel safe and happy at school
- Be willing to have a go and try your best
- Be proud of your achievements
- Aim high

The Behaviour of Pupils Outside of Somerby School

We will contact parents if it is brought to our attention that their child is behaving in an unacceptable way on the way to or from school. We also remind pupils that their behaviour out of school is a reflection on our academy and can influence its reputation.



The standards we expect from pupils at Somerby Primary School

We expect all pupils to show	Behaviour which is acceptable	Behaviour which is unacceptable
Respect for other people	Showing respect for each other By smiling, speaking politely, showing concern for how people are feeling and offering friendship, we are showing respect for other people.	Not showing respect for each other Anyone who hits, punches, slaps, trips, kicks or pushes or in anyway physically mistreats anybody else is behaving in an unacceptable way.
	Showing respect for adults We show respect to adults by speaking politely, putting hands up in lessons if we wish to speak and by taking part in lessons calmly.	Not showing respect for adults Anyone who shows disrespect for adults working in the school through rudeness and defiance is behaving in an unacceptable way.
		Bullying and teasing Anyone who makes someone feel frightened and anxious by name-calling or saying and doing threatening things is behaving in an unacceptable way.
Respect for other people's property	Showing respect for property By using equipment carefully, only using what we need and returning equipment correctly, we are showing respect for property.	Not showing respect for other people's property Anyone who steals, misuses or deliberately damages someone else's property is behaving in an unacceptable way.
Respect for other people's right to learn	Showing respect for people's right to learn Showing respect for other people's right to learn involves: putting hands up to offer answers acting calmly in class ignoring unacceptable behaviour from other pupils concentrating on your own work moving calmly around the classroom when necessary	Not showing respect for other people's right to learn Anyone who stops or interferes with other people's learning is behaving in an unacceptable way. In the classroom it is unacceptable to: constantly shout out for the teacher's attention make unnecessary noises which cause a disturbance interfere with other people's work throw things



How We Promote Positive Behaviour

As adults we are pro-active managers of children's good behaviour. The more we see ourselves like this the less we will need to be the reactive managers of pupils' problem behaviours.

The root of most behaviour problems is attention seeking or rather attention needing by the child. The problem is that the teacher doesn't have the time to give the children the attention they need. Managing behaviour problems comes down to finding strategies to cope with this. We can't stop the child needing attention. The following principles underpin the way we work to ensure that our pupils behave appropriately.

Giving positive messages	<p>Create a positive classroom ethos - a 3 to 1 praise to reprimand ratio.</p> <p>Catch pupils doing something right and give praise.</p> <p>Remember some pupils react better to private praise.</p> <p>Good teachers with few pupil behaviour management problems transmit positive messages 'You can go out to play first if you finish your work' Not, 'You will be kept in if you don't finish</p>
Having clear expectations	<p>Pupils need to be clear that a rule has been broken.</p> <p>Behaviour problems will occur in the classroom if the children are not clear about the teacher's expectations.</p> <p>Children expect teachers to set boundaries, make expectations clear and do something if they are not met.</p>
Letting pupils know about consequences	<p>The consequences of breaking rules must be known in advance by pupils otherwise they are likely to keep testing to find out what the rules and consequences are. Pupils need to be clear that they are making a choice to behave in an unacceptable way knowing the consequences.</p> <p>The child needs to be in control.</p>
Being consistent	<p>Being consistent across the school and across pupils is essential.</p> <p>Without consistency across the school pupils test each teacher to find out the limits. Teachers perceived by pupils as weaker are placed under more pressure as they get tested more often.</p> <p>Consistency can be difficult to achieve when teachers differ in their levels of tolerance to certain behaviours.</p> <p>Consistency across pupils is important so that staff are not caught in the situation in which pupils and their parents can liken their offence to that of somebody else and then comment on the different responses.</p>
Anticipating and pre-empting	<p>If unacceptable behaviour can be anticipated and pre-empted it can usually be prevented - strategies include Scanning the classroom; moving around the classroom; changing activities and pace; moving pupils; letting the child know that their behaviour is starting to become unacceptable etc.</p>
Giving appropriate rewards	<p>Stickers are used by members of staff to reward positive behaviours. This can be for consistently high standards of work, extra effort, displaying good manners, helping a peer and so on.</p>
Giving appropriate reprimands	<p>It is better to give private reprimands than public ones. Pupils with low self-esteem will go to their peer group for validation if they are reprimanded in public.</p>



	<p>Rules for effective reprimands: criticise the behaviour not the child. consider when it might be more effective to use private rather than public reprimands; avoid hostile remarks, avoid unfair comparisons, avoid reprimanding the whole class, and be clear about expectations.</p>
<p>Dealing effectively with confrontation</p>	<p>Make maximum use of non-verbal strategies to deal with unacceptable behaviour as with some pupils verbal strategies can quickly lead to confrontation.</p> <p>If teachers believe that children should fear them, they need powerful sanctions to impose their will on pupils. Pupil's behaviour consequently becomes subversive and less personal responsibility is taken.</p> <p>When the going gets tough try to keep focussed on what you are trying to achieve i.e., good behaviour and good work in the short term and in the long term to equip pupils to self-manage their own behaviour. The aim is not for the teacher to win.</p> <p>Children don't have the skills to get themselves out of confrontations - we do, so we should use them. This can be done by creating a mutual face-saver; leaving the situation but following it up later on, etc.</p>

Rewards

Recognition of positive behaviours and the creation of a positive school ethos are essential to the self-esteem of our pupils. Most of our pupils achieve high standards of conduct most of the time. Children are rewarded with stickers and by individual systems operating within classes.

In our achievement assembly each Friday, we focus on children who actively demonstrate the school's Code of Conduct in action, or who demonstrate noteworthy academic achievement. The area of celebration alters each week. These children receive a certificate in acknowledgement of their success.

Reward points which reward x number of points with a sticker are used in all classes. When a number of stickers have been collected (determined by class teacher with their class), House Points will be earned. Children aim to achieve 3 green certificates during the Year.



Procedure and Sanctions We Use if Pupil's Behaviour is Unacceptable

Sanctions will be applied as a consequence of breaking the school Code of Conduct and exhibiting behaviours which are unacceptable to the rest of the school community. Included amongst other approaches will be the use of sanctions. Sanctions are the consequences of unacceptable behaviour, which the child knows in advance. The sanction is therefore a choice for the child.

Sanctions will usually be given after a warning, which will remind the child of the consequences of their behaviour. When the child is behaving inappropriately, he/she will be stopped and asked why they have been stopped. The inappropriateness of the then behaviour will then be pointed out and the warning about the sanction which will follow if the behaviour continues.

The sanction system is separated from the reward system. The removal of rewards if a child misbehaves reduces the child's motivation to behave appropriately.

We give careful consideration to the choice of sanction we apply to unacceptable behaviour. The punishment will be related to the offence and not to the person. The child must see sanctions as a consequence of their actions. Care must be given to ensure that appropriate sanctions are applied which cannot give status to the child within their peer group, or as a way of gaining the attention they need. In general, sanctions may include one or more of the following:

Loss of privileges e.g.: break-times, extra-curricular activity, or removal of responsibilities
Imposing the use of Behaviour Monitoring Diaries and Charts
Use of Parental Support



<u>Procedure</u>	<u>Implications / Consequences</u>
1) Staff member's own strategies	Examples: eye contact, verbal warning of time out in own classroom. An incident in any one session results in step 2
2) Time Out in Own Classroom	
3) Staff member's own strategies	A further misdemeanour in any one session in the same day results in moving to a yellow on the behaviour thermometer
4) Classroom strategies	Another warning given and the pupil will move themselves on the behaviour thermometer to a red
5) Details of Incidents from Stages 1 to 4 Recorded in disappointment book	Child to miss golden time (5 mins for a yellow and all for a red) Behaviour reflection sheet filled in If red then Behaviour tracker filled in to identify triggers and patterns
6) Parent Notified as Appropriate (by Member of Staff Reporting Incident)	
7) Steps 1 – 5 are Repeated Within the Termlet	HT informed: Behaviour Letter 1 sent (informs parents of incident and asks for parents to discuss with child)
8) Steps 1 – 5 are Repeated Within the Termlet	HT informed: Behaviour Letter 2 sent (as above, but requests parents attend meeting at school to discuss child's behaviour) SENCO informed: SEND support plan considered
9) Steps 1 – 5 are Repeated Within the Termlet	HT informed: Behaviour Letter 3 sent (as letter 2, but outlining immediate need for school / home action in order to avoid exclusion) SENDCO informed:
10) Steps 1 – 5 are Repeated Within the Termlet	Fixed Term Exclusion Personal Support Plan (PSP)
11) Permanent Exclusion	As Appropriate

For serious breaches of the Code of Conduct, the academy will select the appropriate stage of the procedure in order to deal with the specific incident. As with all situations, the academy's policy towards the management of behaviour takes into account the age and nature of the child, combined with the severity of the behaviours being dealt with.

When sent to colleagues, children are to be allowed time to redeem themselves by having a more positive conversation with the staff member at some point in the near future following the incident.



How We Support Individual Members of Staff

Teaching Staff

1. All members of staff receive support from colleagues in dealing with discipline matters when this is requested.
2. Support consists of reinforcing with the child the unacceptability of the behaviour and discussing with the teacher the most appropriate sanction.
3. When staff act on behalf of a colleague it is the member of staff seeking support who punishes the child. When an adult takes on all the responsibility for discipline it is they who develop the skills and relationships with pupils whilst other members of staff become less skilled or de-skilled and the pupils behaviour consequently becomes more challenging.
4. Guidelines for dealing with a child who has completely lost control and is not responding to verbal commands:
 - a. send the child with another child to the headteacher
 - b. send a child to get the headteacher

Support Staff

Pupils whose behaviour is unacceptable towards a member of the school support staff are dealt with in accordance with the principles outlined within this policy.

Support is offered for all staff as appropriate from all members of the staff team as appropriate.

Lunchtime assistants

Pupils whose behaviour is seriously unacceptable during the school lunch hour are given a verbal warning and move their names on class behaviour thermometers. If the issue continues, the matter will be referred to the headteacher.

How We Support Individual Pupils Who Are Difficult to Manage

Learning Difficulties

A range of strategies are used to support pupils experiencing behavioural difficulties. These include:

Monitoring diary: Pupils on the schools' Special Educational Needs and Disabilities (SEND) register because of their emotional and behavioural difficulties will have individual behaviour targets. The class teacher and the pupil carry out monitoring progress towards the target. A monitoring diary can be used to record the monitoring and the parent signs the diary each evening. The headteacher and the SENCo (Special Educational Needs and Disabilities Coordinator) see the diary each week and discuss the child's progress.



Other forms of intervention:

From time to time specific programmes are drawn up to support individual pupils. These programmes involve:

- individual targets for the pupil within the classroom and/or whole academy context
- identified reinforcers of good behaviour tailored to the individual child
- clear and consistent sanctions
- organisational changes to support the programme

How We Act in Partnership With Parents

When a new pupil joins the academy, parents are sent copies of 'the Code of Conduct standards of behaviour we expect from pupils at our school'.

We inform parents at the end of the day if their child's behaviour has been unacceptable during the day. By informing parents whenever there is a concern about a pupil's behaviour, if the behaviour is moving beyond the academy's control, parents will have seen a pattern build up over time.

A meeting between home and the academy will be set up to discuss the behaviour of pupils who are a major cause for concern. Parents will be given full opportunity to put forward their views and invited to give any background information, which they think is helpful to achieving a more co-operative attitude from the child.

The concept of a contract between the pupil, the pupil's parents and the school will be explored at this meeting as will the possibility of an Individual Education Plan.

