



SLEDMERE PRIMARY SCHOOL

BEHAVIOUR POLICY

Date: October 2021

Review: October 2022

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Sledmere Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

Aims

The aim of the Sledmere Primary School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school's Behaviour Policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way.

It aims to promote an environment where all feel happy, safe and secure.

We aim:

- To teach children to think about their behaviour and to learn self- control.
- To give children the chance to make decisions about their work and play so they can learn about responsibility and independence.
- To teach children politely and fairly so that they learn to be polite and fair.
- To teach children to respect other people, their property, beliefs and feelings, essentially, to respect difference.
- To praise and reward good work, behaviour and attitudes. We will always reward improvement.
- To involve parents in all aspects of school life, including their children's behaviour.

A Positive Approach

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

School Values

As a school we have devised our own school values that have been devised by the children, staff, governors and parents of each school. They reflect the ethos and attitudes that are define by each

school. All school values support the government's modern British Values. The Government has highlighted the following 4 key areas as Modern British Values that schools are required to promote through Spiritual, Moral, Social and Cultural (SMSC) aspects of school life.

The British Values are:

1. Democracy
2. Rule of law
3. Mutual Respect
4. Tolerance for those of different faiths and beliefs.

Sledmere's School Values are:

Respect, Responsibility, Kindness, Perseverance, Confidence, Resilience

Expectations

At Sledmere Primary School we will:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the School Values and that each class has its own class expectations.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.
- Follow our School Values.

Class Expectations

Each year group will create their own class expectations which will apply in all areas of the school and are based upon the following principles:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property
- We are respectful
- Treat others how you wish to be treated.

As well as the class expectations, every member of the school community should apply the following principles:

- If you do not stop the inappropriate behaviour, you are condoning it;
- You own your behaviour

What we expect of children:

- To be polite – to all adults, other children and visitors – and to respect the authority of the adult in charge.
- To listen to adults and each other in lessons and in assemblies, and to consider each other's feelings.
- To walk around the school quietly and calmly.
- To take a positive role in all classroom activities and to try as hard as they can.
- To wait their turn to talk to members of staff and to each other.
- To value each other's work.
- To work and play co-operatively with each other.
- To tell the truth, to take responsibility for their own behaviour and not to make excuses.
- To accept a solution or consequence if they have done something wrong – not to argue or to get angry with the person sorting it out.
- To be able to say sorry when they have misbehaved or hurt someone and to recognise that this word signals a change in behaviour and mood.
- To care for the school and its equipment and to report any damage or graffiti they see.
- To feel responsible for providing a good impression of themselves and the school both within and outside the school.
- To follow and respect their School Values.

What we expect of the adults

1. To listen to children and to hear their point of view.
2. To be polite and to address children in a reasonable tone of voice.
3. To value all aspects of children's achievements.
4. To be as fair and consistent as possible if children have misbehaved.
5. To ensure the environment is safe.
6. To talk with children about things that go wrong; we want children to be able to explain why some things are wrong and why we have rules.
7. To create a positive environment in the classroom and playground.

8. To be in charge and maintain order so that everyone may benefit from a positive environment.
9. To supervise the playground well.
10. To trust their children and to care about them equally.
11. To treat all children as individuals and to take an interest in their lives. To see each day as a fresh start.
12. To follow and respect their School Values

Good to be Green

Good to be Green behaviour system We use the 'Good to be Green' behaviour system in school as it is a consistent and fair behaviour system. All staff follow the 'Good to be Green' system.

- It praises those who always get it right and supports children who are struggling, and it provides opportunity for children to change their behaviour.
- It is easy to use (quick for supply teachers or PPA teachers to take on board) and easy for children to understand.

How it works

Each class has their own chart with the children's names displayed. Each day is a fresh start, and all children start with a green card.

The class will agree their class rules during the autumn term – these should be linked to the school rules.

If a child breaks a class/school rule or shows inappropriate behaviour a verbal warning is given. If this happens again their name is put on the board. On the third incident a Yellow Card is given. The yellow card of that child is placed on the class chart under the child's name as a visual prompt.

At this point the child has another chance to turn the behaviour round and go back to green. If the behaviour continues then the child will go onto a time out card. Providing a time to reflect and consider their actions, this could be in class or time outside of the classroom. If another behaviour incident occurs then a red card will be given, which is placed over yellow card in the good to be green chart.

The consequence for a red card depending on the child is that a child misses that day's break time and also misses their golden time at the end of a fortnight.

Parents/carers will be informed if their child has received a red card verbally at end of day or by phone.

SLT will be checking on children that receive red cards to support them. (e.g talk to parents/report card/pastoral support etc). The class teacher will inform a member of SLT if they are concerned about a child's amount of red cards. Number of red cards causing concern?

Any red card in a day is recorded on each child's behaviour log/Scholar Pack/CPOMS. Which are monitored regularly by SLT to identify any patterns of behaviour and if further intervention and support is needed.

However, please be aware some inappropriate behaviours will go straight to a red card e.g. fighting, deliberately hurting pupils and staff and abusive or threatening behaviour towards other children and adults. These situations should go straight to the Headteacher or a member of SLT in the Head's absence.

If a child continues a pattern of receiving red cards, parents/carers will become involved, and an extra system put into place that will link into the 'good to be green' system.

The children that get it right

Each class will need to have a class tally chart that is clearly visible to the whole class.

At the end of the week, a sticker is given to those that are continually on a green or behave/ engage exceptionally well.

At the end of the Autumn Term the children will receive a 'I remained on green' certificate.

At the end of the Spring Term children who have remained on green every week, including the Autumn Term, will receive a gold certificate which will be presented in a special assembly.

At the end of the Summer Term children who have remained on green every week and also during the spring term will receive a platinum certificate

Those that have not received a gold certificate at the end of the Spring Term but remain on green for the Summer Term will receive a gold certificate or a 'I remained on green' certificate.

If a child is not responding to the 'Good to be Green' behaviour system for SEND or behavioural reasons there still needs to be a clear, consistent behaviour system for that child with consequences and rewards that all staff involved with that child are clear about. Where possible link it into the 'Good to be Green' system.

House Points

Sledmere Primary School has adopted a house points system which fosters a sense of belonging and identity on our school. Children are divided in to one of four Houses:

Griffin - Yellow
Dragon - Green
Phoenix - Red
Pegasus - Blue

House Points are awarded for range of behaviours including the following:

1. Being careful and kind
2. Being polite and friendly
3. Being helpful
4. Being hardworking and working to the best of their ability
5. Being respectful and tolerant

House points are collected each week and a special reward is given each half term for the winning house.

Children apply for the position of House Captains and Vice Captains. Interviews are conducted by the Vice Principal and Principal. These positions are seen as very important and special in our school which come with roles and responsibilities.

Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour. All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance. Teachers should work on the principle of a 4:1 praise to sanction ratio.

Rewards may involve:

- Verbal praise
- Verbal praise to parents about their children
- Stickers and stamps
- Certificates
- Raffle tickets
- Sending good work to other staff members / SLT for reward or praise
- Special responsibility jobs
- Special privileges
- Positive phone call home
- Class wide rewards – classes can earn extra play for good behaviour at lunchtime (Class Pass)
- House points (counted weekly by Year 6 – Cup given in Celebration Assembly)
- First in line
- Star of the day notes
- Star of the Week certificates
- Praise certificates

Consistent good behaviour, good manners, particular helpfulness and acts of kindness in school are rewarded with raffle tickets and certificate in praise assembly.

Sanctions

Despite positive responses as a means to encouraging good behaviour at Sledmere Primary School, it may be necessary to employ a number of sanctions to ensure behaviour is corrected, ensuring a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure, and happy learning environment.

When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

It is imperative that any sanction is applied fairly, and the consequences fully explained.

If the class/school rules are broken the following sanctions may be taken.

Sanctions will be differentiated to the needs of the children.

1. Two verbal warnings
2. Think it time card – which can be converted back to green
3. Final verbal warning
3. Yellow card given
4. Time out card
5. Red card given and parent spoken to
6. Children who display aggressive and challenging behaviour may bypass the stages of warning and be required to work out of class in a ‘Time out’ area under the supervision of the Learning Mentor, Phase Leaders (Assistant Headteachers), Deputy Headteacher or Headteacher.
7. Referral to SEND Coordinator and liaison with other support agencies through Area Team – (meeting with parents/carers – if not already taken place)
8. Fixed term exclusion – Lunchtime
9. Short fixed term exclusion from school
10. Long fixed term exclusion from school
11. Permanent exclusion from school

Serious Incidents (Red Cards)

- The following are classed as very serious incidents:
- Absconding
- Bullying
- Cheating
- Defiance
- Persistent lies

- Continues disruption in class
- Physical violence
- Racism
- Stealing
- Swearing

Extremely poor behaviour must be reported to the Assistant Headteachers, Deputy Headteacher or Headteacher immediately. A letter will be sent home or a phone call made to the parents. For instances of serious unacceptable behaviour, a child may spend a period of time with the Learning Mentor where he/she will be able to continue with their studies. For continual unacceptable behaviour or in case of serious verbal or physical violence, the child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

Fixed Term and Permanent Exclusions

Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this.

The decision to exclude a child (fixed term or permanent) is taken when the child:

1. Is in response to serious breaches or persistent breaches, of the school's behaviour policy; and
2. Where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school
3. After a range of alternative strategies have been tried (See Sanctions)

If the Headteacher excludes a child, parents are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Before deciding to exclude, the Headteacher should:

1. Consider all the relevant facts and firm evidence.
2. Allow the pupil to give their version of events
3. Check whether an incident appeared to be provoked by racial or sexual harassment
4. Consult others if necessary
5. Keep detailed notes at all stages

Exclusion can be:

1. Short Fixed Term – Arrangements for setting and marking of work must be made.
2. Lunchtime exclusion – This should be normally no more than 5 school days and must include arrangements for children on Free School Meals.
3. Long Fixed term exclusion from School – This can be up to 45 days in a School year and arrangements for setting and marking work must be made

Procedures for excluding a pupil or all exclusions:

1. Parents must be telephoned on the same day
2. The relevant letter must be sent to the parents within 24 hours with work to complete at home
3. Exclusions over 5 days automatically require a Governing Body Disciplinary Committee meeting.

Reintegration

A process of planned support and progress reviews is in place for all children following exclusion. The Headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. The discipline committee will form to consider a permanent exclusion and have the power to either uphold the Headteacher's decision or to overturn it based on the evidence provided to them.

The Governing Body Discipline Committee

1. Exclusions of less than 6 days – a meeting will be convened if parents/carers request it
2. Exclusions between 6 and 15 days – the Clerk must organise a meeting between day 6 and day 15
3. Exclusions of over 15 days – the Clerk must organise a meeting between day 6 and day 15
4. Exclusions of more than 1 in a term with the total number of days exceeding 6 – a meeting must be organised.

Recording, Monitoring and Evaluating Behaviour

A termly report is produced highlighting the behaviours and an action plan is put in place to improve re occurring behaviours and reduce the number of incidents.

To produce such a report the following documents and processes are carried out:

- Monitoring of logs and/or Red. These are recorded by the class teacher / lunchtime supervisor on Scholar Pack/CPOMS. From this data we are able to identify trends and address any concerns.
- Incident logs, via CPOMS, are also used to record any behaviour that is unacceptable and how it was dealt with.
- Report cards are also signed and kept as part of the child's behaviour file.

Lunchtime Misbehaviour

The good to be green system is also in place where the lunchtime member of staff will inform the class teacher of any yellow cards. Red cards are reported the SLT member of staff that is on duty.

Bullying

A definition of bullying is: "Repeated intimidation of a victim that is deliberately carried out in order to cause physical or emotional hurt. Using this definition any of the following could be bullying if they are carried out repeatedly:

- Name calling
- Mocking clothes
- Exclusion from games
- Hitting a child 'for just being there'
- Stares
- Teasing another child's family or culture
- Making fun of a child's work
- Making threats

We will not tolerate bullying at Sledmere Primary School. Repeated bullying will be treated very seriously and may result in exclusion.

If you are worried about bullying please talk with a class teacher or another member of staff. Staff cannot deal with bullying if they are not aware of difficulties children are facing. Please allow the school to take a lead in dealing with the problem and keep communication lines open.

Physical Intervention and Restraint (See Policy)

If a child violently attacks another child or adult and becomes a danger either to him / herself or others and does not respond to requests to calm down, then physical restraint may be necessary. The child should be removed from the situation as soon as possible and a member of SLT notified immediately. Immediate action will be taken to involve parents/carers. A Serious Incident/Physical Restraint form must be completed and the situation discussed with the Headteacher. If any member of staff has been injured / assaulted in the process of physically restraining a child, the correct documentation must be completed as soon as possible. The Senior Leadership Team will work with the member of staff and parents/carers to devise an action plan to meet the child's needs. This may include the involvement of other agencies.

Please see the 'Physical Restraint Policy' for further guidance.

Racial / Sexual Harassment

Racial / sexual harassment will not be tolerated. All incidents are recorded and dealt with promptly in line with the School Behaviour Policy and the LA Policy. The curriculum for RSE, P.S.H.E. and Multi-Cultural Education is designed to foster appropriate and responsible behaviour and to deter offensive behaviour.

Race Equality Policy

The Race Equality Policy is clearly outlined within the School's overall Policy for Multi-Cultural Education. School aims to promote Race Equality through the strategies outlined within the Policy for Multi-Cultural Education. Racial Discrimination is not tolerated, and all incidents are recorded and dealt with in line with this School Behaviour Policy.

Monitoring Racist Incidents

Racist incidents are recorded on Scholar Pack/CPOMS and flagged as racist.

Pastoral Support Programme

A Pastoral Support Programme (see policy – promoting well-being and positive behaviour within school) is written in accordance with the 'Getting It Right: Positive Steps to Support Behaviour and Emotional Wellbeing in Schools' document produced by Wolverhampton City Council. It is school based interventions to help individual pupils to better manage their behaviour. (see hierarchy of interventions in appendix 3) It is overseen by the SEND Coordinator and involves the identification of precise and realistic behavioural outcomes for particular children with social, emotion and mental health difficulties. The SEND Coordinator will liaise with parents and external agencies as necessary.

Roles

The Role of School Council

The School Council consists of children from Reception – Year 6. School Councillors wear special badges that identify them throughout the school.

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules.

The Role of Parents

Parents/carers have a vital role to play in their children's education. It is very important that parents/carers support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents/carers to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents/carers should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of Non-teaching Staff

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors are to work closely with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime.

The Role of Senior Leaders, Class Teacher and Support Staff

Sledmere Primary School is aware that good classroom organisation is a key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Sledmere Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting. Teachers contribute to the Open-Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the Class Expectations are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Role of the Headteacher (Overseen by the CEO)

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

Please also refer to the child protection and safeguarding policy when using this information. This policy will be reviewed by governors annually.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

