

# Behaviour Policy and Guidance

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## **Behaviour Policy and Guidance**

### **Introduction**

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Sixpenny Handley First School and Nursery. 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.

This policy should be read in line with the DfE Guidance: Behaviour and Discipline in Schools, advice for Headteachers and school staff, February 2016 and our school's safeguarding policy.

In developing its behaviour management practices and this policy, the school has taken into account the following ten aspects of school practice:

- 1) A consistent approach to behaviour management;
- 2) Strong school leadership;
- 3) Classroom management;
- 4) Rewards and sanctions;
- 5) Behaviour strategies and the teaching of good behaviour;
- 6) Staff development and support;
- 7) Pupil support systems;
- 8) Liaison with parents and other agencies;
- 9) Managing pupil transition; and
- 10) Organisation and facilities. Source: Behaviour and Discipline in Schools, January 2016

### **Background**

#### **Aims:**

The aim of Sixpenny Handley First School and Nursery 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 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.

Our behaviour policy has the following aims;

- to encourage good behaviour and respect for self and others

- to define clearly acceptable behaviour and agreed standards
- to ensure consistency throughout the school
- to involve parents and the children
- to promote self-discipline and self-control, as well as personal responsibility
- to ensure the health and safety of all in school
- to reward and praise appropriate behaviour

### **Responsibilities in line with Rights Respecting Schools:**

*Children are expected to,*

- Behave in an orderly, purposeful and sensible manner at all times
- Show courtesy and respect to all members of the school and visitors
- Be thoughtful, helpful and understanding to each other at all times
- Understand the importance of their rights and the impact they can have on the rights of others

*Parents are expected to,*

- Be aware of the School's Behaviour Policy and Guidance and actively support it, discussing any problems with the staff, Headteacher or chair of the Local School Committee if necessary
- Contribute, follow and actively sign up to the Parent Charter that is created by the children for parents.

*Staff are expected to,*

- Set high standards of social behaviour, be polite, well disciplined and thorough
- Listen to children, making it clear through their response that children's comments and reactions matter
- Seek every opportunity to explain and reinforce the code of acceptable behaviour, dealing fairly and firmly with those who do not maintain the high standards expected of them. This should be done through an understanding of rights and the class and whole school charters
- Seek support from colleagues and other agencies with concerns, for example, SENCO (Special Educational Needs Co-ordinator), Behaviour Support Service (BSS) etc.

*The Headteacher is expected to,*

- support the staff by implementing the policy, by setting the standards of behaviour
- keep 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.

***Article 3: All organisations concerned with children should work towards what is best for each child.***

## **The School's Evolved Practices**

### **A positive approach:**

An effective 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.

The core beliefs of Sixpenny Handley First School and Nursery are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimise disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.
- Our Learning Behaviours are at the heart of school life and drive our curriculum. They also promote good behaviour: collaboration, connectivity, independence, innovation, questioning, reflection, and resilience.

### **School Charter:**

Children will be part of making the school charter at the beginning of each school year. This will be in line with the UNICEF Rights of the Child. The school charter, created by the children, will be displayed around the school and referred to regularly. This will be agreed and followed by pupils, staff and Local School Committee.

Staff have the responsibility to also create a Class Charter, based on Rights and Responsibilities, which should be displayed clearly in the classroom and referred to regularly.

***Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.***

## **Our Reward System**

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.

Included in the policy are suggestions for behaviour management techniques (see 'sanctions' below). All class teachers should operate a stepped approach to sanctions using the 'Golden Time' displays where children can move from the sunshine to a cloud etc as a visual reminder to make better choices, which allow children to identify the next consequence e.g. loss of golden time (5 or 10 minutes depending on key stage). 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.

Rewards may involve:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Smiley faces
- Stickers and stamps
- Certificates
- Sending good work to other staff members for reward or praise. When sending a child to another class, the teacher should ensure the child is holding the appropriate visual card (smiley face for positive reward)
- Special responsibility jobs
- Special privileges (e.g., free time, reward time etc)
- Class wide rewards
- Consistent good behaviour, good manners, particular helpfulness in 'Celebrations Assembly' every Friday, which all staff attend. The children receive a certificate linked to the Learning Behaviours and the school's values and stand at the front of the hall to be praised by the whole school.
- Each class has a dojo system where children collect points. If the children earn 100 points they receive a bronze lapel badge, 150 points they receive a silver lapel badge and 200 points for a gold lapel badge. Dojo points can be awarded by staff, children and parents.
- Red sparkly dojo stars for termly rewards to children who have shown consistent hard work and dedication to their learning.
- Special Friday lunch with the headteacher.

## **Our Sanctions System**

Despite positive responses as a means to encouraging good behaviour in Sixpenny Handley First School and Nursery, it may be necessary to employ a number of sanctions to enforce the children's Rights and Class Charters, and to ensure 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 the Behaviour Support in School pyramid which was created with all staff, to ensure that the correct and appropriate sanction is given. Staff should also remember;

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

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

**Language** – use language linked to right and behaviours, for example, choices, respect, feelings of others and pupil rights and responsibilities.

It is imperative that any sanction is applied fairly, using the Behaviour Support in School pyramid 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 and some may follow external agency support such as Behaviour Support Service)

- Children will be given a verbal warning by the class teacher, learning support assistant or supervisor;
- 'Time out in class' will be used.
- Teachers may send their pupils to another class (a responsible child should accompany them).
- After a combination of the above sanctions children may then be sent to the Headteacher or another senior teacher.
- More serious behaviour may involve meeting with parents.
- At all times behaviour will be reviewed and concerns raised with headteacher and shared at staff meetings with consideration given to those children who may need additional support through well-being interventions/ counselling.

Records of incidents should be logged on my concern. At playtimes records should be kept of children who get time out noting the incident and who was involved and this information will be reviewed by the SLT to quickly identify patterns of behaviour or children in need of additional support. Extremely poor behavior choices must be reported to the headteacher or senior teacher immediately. A letter will be sent home or a phone call made to the parents. 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.

Advice will be taken from the Local Authority (LA) in this instance and LA procedures followed.

### **Use of Force**

At certain times it may be necessary for school staff to use reasonable force to ensure that children do not harm themselves or others, damage property and cause further disorder. Staff will use their judgement and will always try to ensure they manage the situation at least in pairs. Occasions where force or restraint may be used could be:

- to remove a disruptive child from a classroom;
- to prevent a pupil behaving in a way that disrupts a school event or visit;
- to prevent a pupil from causing harm to another child or adult; and
- to restrain a child who may harm themselves or others through physical outbursts.

### **Harassment**

Our staff and school community recognise that harassment can happen at any sector of the education system. Our school will enforce a zero-tolerance approach to sexual violence and sexual harassment. All staff will ensure it is never acceptable, and it will not be tolerated and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”. Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms and genitalia, pulling down trousers and lifting up skirts will be enforced by all staff. We will endeavour to ensure all staff are aware that dismissing or tolerating such behaviours risks normalising them. We aim to teach children about self-respect, respect for others, personal boundaries and what constitutes harassment as part of our PHSE learning. We use the phrase ‘Once is enough’ to communicate that if a type of behaviour is unacceptable the children should only have to say once that they wish it to stop.

### **Racism**

Our school is committed to an inclusive approach where differences are valued. Newly arrived children should be welcomed to our school as quickly as possible by ensuring that they have essential items such as a cloakroom tag, name on the Golden Time chart and reading book on the first day and feel part of our school. Our curriculum covers acceptance of different ethnicities and religions through Jigsaw, RE and assemblies. Any racist incidents must be reported to the headteacher. Incidents must be followed up with the victim and perpetrator and parents must always be informed. Any malicious allegations against staff will be dealt with under the Whistleblowing and Allegations against Staff policies and in conjunction with the sanctions practices set out in this behaviour policy if appropriate.

### **Anti-Bullying**

**Definition:**

Bullying is a behavior by an individual or group repeated over a period of time that intentionally hurts another, physically or mentally. Bullying can take many forms, including;

- *Physical – hit, kick, manhandle*
- *Verbal – teasing/name calling/insults relating to physical/social appearance, disability, gender, ethnic origin, sexual orientation or personality*
- *Psychological – spreading rumours, excluding from activities/discussions/groups of friends*
- *Extortion – threats to obtain money or property*
- *Damage/Theft – to/of belongings*

Within our Personal, Social, Health and Citizenship (PSHCE) education we address bullying issues through Jigsaw and allow the children to take part in activities, role play, stories and strategies to deal with a range of situations. We regularly remind children what to do if they feel they are being bullied or are unhappy.

At Sixpenny Handley First School and Nursery we are committed to gaining personal and individual knowledge of our children so that we are able to intervene before a serious situation develops.

As a school, we;

- ensure that children are aware that they should tell an adult if they are subject to bullying
- meet those concerned ***individually*** and find out the facts of any incident
- involve parents at an early stage
- help children develop positive strategies and assertiveness
- record any concerning behaviour on My Concern
- involve and discuss with children agreed class charters and Rights for all children
- involve other agencies and processes, e.g. Educational Psychologist, Behaviour Support Service (BSS), Locality Coordinator, Common Assessment Framework (CAF) etc.
- set up peer mediation if appropriate
- explore feelings in each classroom, with children expressing how they feel daily and more regularly if appropriate, to support identification of concerns

***It is everyone's responsibility to try to prevent bullying from happening.***

***Article 28: Children have a right to an education. Discipline in schools should respect children's human dignity.***

### **Visits, school journeys and school transport:**

All of the aims, responsibilities and guidance set out above apply when children are involved in any educational, sporting or social activity off the school site. All children are ambassadors for their school when on these journeys and expectations of behaviour and discipline are as high as those within school.

### **Playground/Lunchtime:**



If children misbehave in the playground, they will be spoken to by an adult and the children will be asked to talk through the incident and discuss appropriate choices, if applicable. children will be given 'time out' in the designated place on the field/playground.

Lunchtime supervisors have the same authority as teachers and will apply the same sanctions, i.e. speaking with the child, 'time out' and/or reporting to the class teacher, Headteacher or a senior teacher, where appropriate.

Dojo points are given out to recognise good behaviour and kindness to other children, staff members have access to an iPad to record these directly each day.

## **Nursery**

We have a shared vision that our school should be community orientated and that the principles of good behaviour must begin with the creation of a genuine sense of family, which encourages commitment to the school from all. Parents will be involved in any discussion about their child's behaviour where appropriate outside agencies will work with the school and families to support the child. If harm is caused to another child then both sets of parents will be informed. Serious cases of unacceptable behaviour may involve an exclusion from the nursery class for a fixed period.

This policy is to be reviewed annually
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