

Stonebridge Primary School Behaviour Policy



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PHILOSOPHY

At Stonebridge School we aim to provide a safe peaceful, friendly and caring environment for every member of the school community. We also aim to create conditions for a community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment. We believe that every child should have his or her social, emotional and behavioural needs met. We also aim to ensure that all pupils are given the opportunity to be taught properly and be given the opportunity to succeed. Children need to be aware of moral issues such as right and wrong, fairness, tolerance. It is also important to remember that school is a corporate community where every child has the right to be safe and happy and, at the same time, has the responsibility to see that others in the school community are safe and happy too. Stonebridge School does not tolerate racism, sexism, homophobic behaviour or attitude or name calling. Discrimination of any sort is dealt with appropriately.

PRINCIPLES

We therefore intend that:

- Through the school curriculum, all children will be taught values and attitudes as well as knowledge and skills that will promote responsible behaviour, encourage self-discipline respect for themselves, for other people and for property.
- Staff will recognise that each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.
- Everyone will realise the equal value of all and value these differences.
- All children learn in a supportive, caring and safe environment without fear of being bullied. Stonebridge School has a zero tolerance attitude to bullying.
- All children are rewarded for good behaviour (e.g. Going for Gold, Affirmation Assembly; see Systems in Place).
- Parents will be encouraged to support the school in developing positive behaviour in children.
- Any discriminating behaviour will be dealt with and recorded.

PROCEDURES

This will be achieved by:

- A full understanding by all stakeholders of the school's core values of Consideration, Positive Attitude and Respect (CAR).
- The use of a range of PSHE materials which allow the children to think about the part they play in society and the responsibilities they have for themselves and to other people.
- The PSHE and Citizenship curriculum will include circle time activities which provide opportunities for teachers to teach acceptable behaviour and social skills, and for children to reflect upon behaviour.
- Teachers implementing the Going For Gold principles in and out of the classroom
- All staff being consistent in their management of behaviour in school.
- Children are taught about respect for everyone, inside and outside the school community.
- Children being encouraged to resolve everyday social problems with others independently but also understanding the importance of seeking help to prevent situations from deteriorating.
- The school providing a welcoming environment for our school community.
- Staff recording and analysing all behaviour incidents.

SYSTEMS IN PLACE

At Stonebridge School, we reward children for their positive attitude to learning, their achievements and their behaviour in a variety of ways.

REWARDS AND SANCTIONS

- Going for Gold
- Affirmation Assembly
- Circle Time
- Red Hats
- Praise Box
- Worry and Suggestion Box
- Behaviour Management – (Senior Teachers) - setting targets, daily report
- Recording Sheets
- Incident Book for recording serious incidents

The *GOING FOR GOLD* system is a whole school initiative to encourage positive attitude and behaviour. It has an award system with bronze, silver and gold levels. All staff are expected to implement the school wide system in the classroom and at lunchtime.

REWARDS

- All children to stay on gold and receive ticks for the day. They want to aim high.
- 15 ticks – 15 days being on gold for great behaviour- they get a bronze sticker in assembly.
- 30 ticks -30 days on gold for great behaviour they get a silver sticker in assembly.
- 50 ticks – 50 days great behaviour they get a gold certificate and prize in assembly.
- As well as individual aim, as a class if they get 3 out of 5 days of them all being on gold-smiley face, they get a class certificate and privilege card. Once the class has collected 5 then 15 then 35 privilege cards they get an agreed privilege- this is discussed by classes and Article 12 group to feedback decision to the Deputy Head.

SANCTIONS

- All children start the day on the smiley face – the gold, irrespective of where they were the previous day
- Children get 2 warnings before their name is moved to 'so-so-face'. i.e. "this is your first warning" "this is your second warning, if I speak to you again you will be moved to the so-so-face".
- If the child is moved to the 'so-so-face' they have 1 warning before being moved to the sad face. i.e. "this is your warning, next time you will be moved to the sad face". If the child is moved to the sad face and they are spoken to again, they are instantly removed to the parallel class with removal note and reflection sheet.

Affirmation Assembly

Affirmation Assemblies are held in Key Stages 1 and 2 on the Main site; with a whole school affirmation on the Annexe site. Each week teachers nominate two children from each class to be recognised for demonstrating the Core Values (CAR). Each nominee receives a certificate and a Stonebridge School pencil.

Parent Support Advisor (PSA) - setting targets, daily report

The PSA monitors the behaviour of those children with behavioural, social and emotional difficulties. New targets are set on a weekly basis. The PSA also works with parents offering parenting classes and mothers and toddlers groups, tackling issues related to behaviour and giving support.

In addition, the PSA liaises with community groups and local Adult Education services to enhance the provision of support for parents when faced with challenging behaviour.

Circle Time

Circle Time contributes to the whole-school provision for spiritual, moral, social and cultural development. It enhances pupils' personal and social skills, and facilitate key skills necessary for citizenship and language development. It also helps to develop a caring ethos, teaching by example, encouraging democratic values and pro-social behaviour.

At Stonebridge School, Circle Time is focused around fostering self-esteem, respect and developing communication skills.

Red Hats

Children from Years 5 and 6 apply to be Red Hats. After being interviewed, appointed and trained, special lunchtime responsibilities are given; such as supervising the younger children in the playground, being dinner time helpers and staircase monitors. Their training includes peer mentoring and conflict resolution. These roles are devised and revised by the PSA, who holds regular meetings with the Red Hats.

Worry and Suggestion Box

Stonebridge School acknowledges the fact that children need a safe way to express their feelings. A 'Worry and Suggestion Box' is placed in the Foyer outside the staffroom. Children are encouraged to write and put in the box anything that worries them. This is monitored by the PSCHE leader.

Recording Serious Incidents

Each class teacher is required to record serious incidents of children in their class and the appropriate action taken using the Behaviour Record Sheet.

Inappropriate behaviour is recorded in Incident Books held by class teacher, midday supervisors and the Welfare Officer.

THE ARTICLE 12 GROUP

The Article 12 group was set up to enable the children at Stonebridge School to have a say in the running of their school. In this way, our children have a greater sense of belonging, become more confident when putting forward ideas and develop a greater understanding of the need to work co-operatively for the good of others.

The Article 12 consists of children from Year 1 to Year 6. Each class has two elected members, a male and a female representative. The Article 12 representatives wear a special badge that identifies them throughout the school. The school also has a display board with pictures and information about the representatives within the Article 12 group.

The Article 12 group meets once a month to discuss any issues that pupils wish to talk about relevant to the school. These issues can be ideas for improvements, healthy eating, fundraising ideas, school rules, recycling, clubs or anything else that is important to them. The meetings are chaired by a senior member of staff along with a LATA.

CLASSROOM MANAGEMENT

It is the responsibility of the class teacher to manage the classroom environment so that all children are able to behave well. Teachers' actions should be based on the 'Going for Gold' system.

- Classroom management and teaching methods have an important influence on children's behaviour.
- Class rules and agreements/contracts are formulated as a class and signed by all parties at the beginning of the school year.
- The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.
- Arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.
- Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.
- Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.
- Teaching methods should encourage enthusiasm and active participation for all.
- Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others.
- Praise should be used to encourage good behaviour as well as good attitude to learning and initiative.

LUNCHTIME SUPERVISION

At lunchtime, supervision is carried out by the Senior Supervisor and the SMSA staff. The team is encouraged to:

- Identify, praise and reward good behaviour
- Consistently identify and correct poor behaviour

- Inform class teachers at the end of the lunch period of any issues that the children in their class may have had Inform class teachers about good behaviour so that additional praise can be given
- Encourage lining up in an orderly fashion
- Organise children's games and play
- Encourage good eating habits

INCLUSION

Strategies for individual pupils with special needs

- Behaviour, social and emotional targets will be set. Targets should be understood by the child, parent and teacher.
- Targets should be SMART, i.e. specific, measurable, achievable and for a timed period.
- The child should be aware of any reward to be gained.
- Individual target sheets can be used
- Parental support and interest should be enlisted.
- Further support is available through the SEND Co-ordinator.
- Where a child is presenting persistent significant behavioural difficulties a plan to manage the child and bring about improvements will be written (Pastoral Support Plan). Relevant staff, agencies, the pre- exclusion officer and the parents will be involved. The plan will be communicated to all relevant staff.

BULLYING

Bullying is anti-social behaviour and affects everyone involved; it is unacceptable and will not be tolerated.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Children are encouraged to report bullying in school to a teacher or staff member. See the Anti-Bullying Policy for further information.

THE ROLE OF THE HEAD TEACHER

Procedure for dealing with major breaches of discipline

- A verbal warning by the Head teacher or Deputy Head teacher to shape future conduct.
- Withdrawal from the classroom for the rest of the day.
- A letter and / or phone call to parents informing them of the issues.
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour.

- A Pastoral Support Plan (PSP) to be formulated in consultation with parents, class teacher and child.
- If the problem is severe or recurring then exclusion procedures are implemented in consultation with the Governing Body.
- Where relevant, a case conference involving parents and support agencies.
- Permanent exclusion after consultation with the Governing Body and the LA.
- Parents have the right of appeal to the Governing Body against any decision to exclude.

N.B. A very serious incident may result in the normal procedure being abandoned and a child being taken home straight away.

EXCLUSION

The Head Teacher reserves the right to override the sequence of consequences in cases of extreme behaviour. Children may be excluded for

- A fixed period or permanently.
- All fixed term exclusions are reported to LA and Governors.

Policy Agreed by Staff – January 2014

Policy Agreed by Governors – January 2014

To be reviewed – January 2017