



Stocksfield Avenue Primary School

# BEHAVIOUR POLICY



*At our school there is an expectation of good behaviour at all times. We believe that high standards of behaviour need to be in place and sustained for effective learning to take place.*

This policy covers key points from Section 89 of the Education and Inspections Act 2006.

## **Rationale**

Communities are most effective when their members have high esteem and respect for each other. This encourages the development of self-discipline, enabling children to become responsible members of society. Everyone has the right to feel happy and safe whatever their age, ability, gender, race, religion or sexual orientation.

## **Aims**

- To develop mutual respect between all members of the school community.
- To encourage good manners and increase awareness of the school's code of conduct.
- To develop self-awareness of how actions and words are perceived by others.
- To help children develop the ability to manage their feelings and to take action to avoid conflict.
- To keep all children motivated through systems that reward positive behaviour.
- To develop empathy in children so they understand why people behave the way they do in certain situations.
- To develop social skills which enable children to discuss with their peer's difficult and challenging issues.
- To encourage the development of self-discipline.
- To encourage mutual respect and celebration of difference so all equality groups feel equally valued.

## **Guidelines**

- Adults should demonstrate mutual respect as an example to the children.
- There should be a fair and consistent approach to unacceptable behaviour, as outlined in this policy.
- Positive behaviour and good manners should be praised and held in high esteem.
- Children should be encouraged to reflect upon their actions.
- Children's behaviour is best tackled by motivating them with work which has the correct level of challenge, and by using positive reinforcement to promote the desired behaviour.

## **Stocksfield Avenue Code of Conduct for Behaviour**

The school teaches pupils to use the following appropriate behaviours.

- ❖ We will show respect to everyone
- ❖ We will be kind and friendly
- ❖ We will look after our school and each other
- ❖ We will do our best
- ❖ We will listen carefully and work hard

Each class adds their own further points to use throughout the year.

### **Guidelines**

- Acknowledge and reward these behaviours and the general contribution made to the life of the school, as well as academic progress and achievement.
- Ensure all children and staff are aware of what behaviour is expected and what is unacceptable.
- Promote co-operation, understanding, consideration, honesty, fairness, and politeness, friendly and caring behaviours.
- Developing an understanding of individual rights and individual responsibilities.
- Develop an awareness of, and strategies for countering, discrimination in any form; celebrating differences and diversity.
- Non-acceptance of aggressive behaviours (violence, harassment, physical or verbal abuse, insolence or bullying).

### **Preventing Inappropriate Behaviour**

The prevention of behavioural problems arising is of paramount importance. Attention must be given to:

- Effective classroom organisation and management.
- Appropriate curriculum match and differentiation.
- Establishment of effective relationships.
- Teaching of co-operative strategies.
- Children taking ownership of routines.
- Acknowledging and rewarding positive behaviour.
- Development of self-esteem.
- Emotional intelligence, teaching feelings language

### **More specifically children must be taught:**

- To move appropriately in and out of school building, keeping to the left hand side when walking up and down corridors/stairs.
- To be polite to adults and other children.
- To support other children and empathise with each other.
- To develop strategies to deal with upsetting or aggressive behaviour.
- To take responsibility for their behaviour and to understand that no one else can be blamed for their behaviour.
- To realise that they always have a choice about how they behave.
- To report incidents of bullying behaviour involving themselves or others.

Children who use appropriate behaviours must be encouraged and rewarded.

### **Rewarding good behaviour must be the norm.**

## **Reward and Sanction Systems**

### **Rewards**

The school uses a 'Class Dojo' reward system. Class dojo points for good behaviour can be awarded by the regular class teacher, or by any member of staff within the school. Points can be awarded by any teacher at any time, and might be for excellent behaviour, school work, general efforts, or for being a kind and caring member of our school community. Bronze, Silver, Gold and Platinum certificates are earned once children have achieved a certain number of dojo points. Children are presented with these during achiever assemblies which take place on Friday mornings.

100 Dojo Points = Bronze Certificate

250 Dojo Points = Silver Certificate

500 Dojo Points = Gold Certificate

1000 Dojo Points = Platinum Certificate

Each class teacher also chooses a 'star of the week', and these children are presented with a certificate and sticker during celebration assemblies. Staff write the child's name and why they have been chosen in a log book of achievements. Children are also encouraged to bring any awards achieved outside of school so we can celebrate all their achievements.

### **Sanctions**

### **Learning Behaviour and Attitudes:**

In order to promote positive learning behaviours, attitudes and effective learning environments, Stocksfield Avenue uses a 3 warnings system. If three warnings for poor behaviour are given during a session, this will result in a 'time-out' card being given to the child, and they will have to work outside of the classroom environment, supervised, for a short amount of time. The child will then lose ten minutes of their playtime/dinnertime, where they will be supervised by a member of staff, so they can reflect on their behaviour, and the choices made. Each session allows each child to have a fresh start – warnings are not carried over from one session to another. If a child receives 4 warnings during a session, then they must be sent (with work) to either the DHT, phase leader or a senior leader for the remainder of the session.

Three time-out cards within a half-term will mean the child's parents are informed by their class teacher. Six 'time-outs' will result in meeting the child's parent/s, with the aim of discussing strategies to improve behaviour to prevent any further sanctions being enforced. Ten time-out cards will result in a more formal meeting with the child, the child's parent/s, class teacher and Deputy Head teacher, to devise a personalised behaviour plan with specific targets for the child to meet. The 'behaviour tracking' will last for two weeks, or until the end of half term if appropriate, where behaviour is reviewed weekly. Each half term is a new start, although if children are frequently on behaviour tracking, then further action may need to be taken. All incidents will be recorded and kept on the school CPOMS system.

### **Creating a Positive atmosphere**

All staff commit to creating a positive working atmosphere. Examples of this may include:

- A smile
- Thumbs Up
- A 'Thank you'
- Acknowledging appropriate behaviour
- Genuine interest in activity
- Enthusiasm for pupils' learning
- Reinforcement of learning
- Listening
- Postive comments
- Comments and communication with parents/carers
- Sharing success of pupils
- Honest, specific feedback

### **Strategies for low level disruption**

Examples within school to deal with low level disruption may also include:

- A firm 'look'
- Proximity Praise
- Tactical Ignoring

- Waiting and Scanning
- Pause in talk
- Moving towards child or group when talking using non-threatening body language
- Reinstatement of request followed by repetition of agreed rules
- Use of signals

### **Nursery:**

Positive behaviour reinforcement is applied in the nursery setting. A 'thinking spot' within the classroom environment is used for any children that might need a short amount of time to reflect on their actions.

### **More extreme and unacceptable Behaviours**

This type of behaviour, although rare, does present itself in school from time to time. It is the responsibility of all members of staff to deal appropriately and consistently with unacceptable behaviour. Such behaviour may include:

- Fighting, and deliberate physical contact
- Swearing and inappropriate language
- Being rude and disrespectful to adults within the school
- Racism
- Homophobia
- Bullying

Any racial, homophobic or bullying incidents MUST be reported to the Head/Deputy. These incidents are recorded in line with SMART Academy guidance (see separate policies).

Green, yellow and red 'behaviour' cards are used for the first three bullet points shown above. It may be necessary for children to lose part of their break/lunch time.

- Green card – first offence. Card to be taken home, signed by parent/guardian, and returned the next day. In most cases, the child will explain to the parent what they have done wrong.
- Yellow card - second offence. Card to be taken home, signed by parent/guardian, and returned the next day. The teacher will explain to the parent what they have done wrong.
- Red card – third offence, resulting in a meeting with the head teacher / deputy headteacher, the child's parents, identifying areas of concern and implementing a joint agreement on behaviour management targets, typically recorded in a 'behaviour book' for an agreed period of time. The child may be removed from playtime or lunchtime for a period of time if this is when the behaviour occurs.

As with learning behaviour and attitudes, each half term is a new start, although if children are frequently receiving behaviour cards, then further action may need to be taken. All incidents will be recorded and kept on the school CPOMS system.

## **Further Action**

Once the school's card system has been used, then individual behaviour targets will be set up, specifically aimed at improving behaviour. These will typically be chosen and agreed with the child, the child's class teacher, the child's parents and a member of the SLT. Targets will be monitored on a daily basis over a set period of time, usually over two or three weeks, and recorded in a 'behaviour book'. The book will need to be checked every day, or more frequently if necessary, by a member of the SLT. If behaviour does not improve, then the child will lose the right to their classroom and be placed in isolation. This means that they will work in school, supervised, but away from the classroom and their classmates. Isolations may be for a whole morning, a whole afternoon or for a full day.

After three incidents of isolation, the school would consider an external isolation. This would mean a child completing a period of isolation at another primary school within the academy. In some extreme cases of poor behaviour, a child may be isolated at another primary school sooner, depending on the circumstances. Throughout this time, school will consider and offer further support provided by different agencies within school: Attendance officer; family support worker; school counsellor; SENCO. The school may also provide support from external agencies. If parents do not agree to inside or outside agencies becoming involved, then the school will need to ensure that the parents fully understand that lack of support for the child will place the school in a difficult position where it is unable to meet the child's needs.

Every effort will be made to maintain children in school but if persistent unacceptable behaviour continues or extreme incidents occur, despite the support /strategies / intervention measures taken, then this will result in the child's exclusion from the school (see exclusion policy)

## **SEND**

Some children may have special educational needs that may impact on behaviour. Teaching staff will be aware of these and will take them into consideration when applying sanctions.

## **CPOMS**

CPOMS is the software used by the school to record incidents of behaviour.

## **Help and Support for staff in dealing with unacceptable behaviours**

- All staff to share the same understanding of the requirements of this policy.
- Fairness and consistency must be seen to apply in praising/ rewarding good behaviours and punishing unacceptable behaviours.
- Help children deal with conflict by encouraging the development of assertiveness and the use of dialogue and compromise.
- Remain calm (if necessary give time for child to cool off).
- Ascertain facts.
- Avoid confrontation.
- Encourage children to think about the effects of their actions.

## **Other Points to Note**

Although extremely rare, schools do have the authority to screen and search pupils, and the power to discipline pupils beyond the school gate. Such extreme examples may include a pupil being in possession of an item that may cause injury to other pupils and staff, a pupil behaving inappropriately on a residential trip, pupils misbehaving on public transport (e.g. buses) or pupils misbehaving around the vicinity of the school.

### PPA/Cover Staff

It is crucial that good communication occurs between teachers and PPA staff regarding strategies/behaviour for pupils, so that there is maximum continuity and consistency for pupils during the school week.

This policy can be read alongside the following school policies:

Allegations against school staff

Exclusions

Anti-Bullying

Physical Intervention

## **BEHAVIOUR – GUIDELINES and PROCEDURES PLAYTIME and LUNCH TIME**

Most accidents and most incidents of unacceptable behaviours occur during break periods.

Vigilance by supervisory staff will help reduce accidents and incidents of unacceptable behaviour.

- Supervisory staff keep a log book to record incidents of behaviour.

- If children are spoken to 3 times about their behaviour, they will have to stand with a supervisory assistant or against the fence/wall for a short period of time to reflect on their behaviour. If a child still persists with poor behaviour despite having had three warnings, then they will be sent inside and seen by a senior leader.

- Any play considered unsafe or dangerous will result in a child standing with a supervisory assistant or against the fence/wall for a period of time.

- Any serious behaviour issues must be reported to the Deputy Head Teacher, or a member of the SLT.

**DON'T WAIT FOR IT TO HAPPEN, LOOK FOR SIGNS OF DEVELOPING INCIDENTS OR BEHAVIOUR/PLAY LIKELY TO CAUSE AN ACCIDENT AND TAKE PREVENTATIVE MEASURES.**

Teachers on duty, and lunch time supervisory staff should walk about the playground and be vigilant  
Teachers on duty should be in the playground at the beginning of playtime.

Teachers not on duty should ensure a member of staff is on duty before sending their own class out.

Teachers not on duty must leave the staff room in time to meet their class in the classroom and be ready for learning.

The teacher(s) on duty should report any serious incidents of misbehaviour by a child to that child's class teacher.

### **Cases of Bullying – See Anti- bullying Policy**

- It shall be made clear to all children and staff that bullying behaviours will not be tolerated.
- Staff will act, and be seen to act, firmly and promptly.
- Support and advice will be provided for the victim.
- In addition to punishment, help will be provided for the bully encouraging empathy with the victim and the development of desirable behaviour.

### **Conclusion**

Discipline around the school is everyone's responsibility. Children's positive behaviour should be praised and unacceptable behaviour challenged. A community where everyone feels safe and valued and takes responsibility for their actions will flourish.

Reviewed September 2019

Approved by Governors 9<sup>th</sup> October 2019

Next Review Due September 2020