



Rationale

The benefits that accrue from good behaviour help to promote the school's vision. It is important that children feel safe and secure in the learning environment and therefore the school needs to be a welcoming and caring place. The promotion of mutual respect and positive self-esteem in children is paramount to their happiness and well-being, which in itself enhances both emotional and academic achievement. We have high expectations of good behaviour, encouraging independence and taking responsibility for their own actions.

Related policies

This should be read in conjunction with:

Keeping Children Safe in Education (Sept 2018)

Behaviour and Discipline in Schools Advice for Headteachers and School Staff (Jan 2016)

Sithney Anti- Bullying policy

SPCMAT Exclusions Policy

SPCMAT Physical Intervention Policy

SPCMAT Online Safety and Data Security

SEN Policy and School Offer

Sithney Home School Agreement

Aims:

- To have a happy, co-operative school environment
- To ensure everyone is treated fairly and shown respect
- To develop an individual sense of responsibility and regard for others
- To create an environment in which children feel safe and secure
- For children to feel they can express concerns they may have
- To create an atmosphere in which effective teaching and learning can take place

These aims will be achieved by:

- The positive reinforcement of a commonly agreed Code of Conduct as stated below
- Promoting adults in the school as good role models
- Valuing individuals, promoting positive attitudes, co-operation and self-esteem
- Adopting a consistent whole school approach of excellent, acceptable and unacceptable behaviour
- Maintaining high expectations for all pupils
- Using the language of virtues to acknowledge, praise and correct pupil behaviour

Sithney School Code of Behaviour

The school community know they must:

walk in and around the school quietly

talk to each other politely and be prepared to listen

keep hands and feet to themselves

take care of their own and other people's belongings

be kind and helpful to everyone

Appropriate behaviours are established with the pupils in each class, at the beginning of each new school year. The pupils are made aware that agreed aspirational behaviours are also known as rules. Children are also made aware that rules are imposed in society.

On entry to Sithney School each parent/guardian/child will be asked to read and sign a Home-School Agreement, which will include an agreement to keep to the school's code of behaviour.

REWARDS and INCENTIVES for GOOD BEHAVIOUR CHOICES:

- Positive, acceptable behaviour is acknowledged verbally and with actions eg well done, thumbs up, smile.
- Excellent behaviour is celebrated eg verbal praise; language of virtues; positive behaviour referenced to encourage others; and name moved up on the behaviour chart.
- House points are given for pupils who have name at top of chart at end of day.
- The house with the most points is rewarded at end of term eg film and popcorn.
- Excellent behaviour may also be communicated to parents - eg star of the day; conversations at the end or start of the school day.
- In addition, a 'Virtue of the Fortnight' postcards is sent home every two weeks for Early Years, infants and juniors.

SANCTIONS for POOR BEHAVIOUR CHOICES:

- An initial expression of disappointment may be made to remind the pupil that the behaviour is unacceptable.
- If behaviour continues to be unacceptable, pupil is corrected and name moved down the behaviour chart. This may be moved down further if necessary.
- If after moving down they begin to behave appropriately (they are redeeming themselves) they can be moved back up.
- If by the end of the morning/afternoon they are on: puzzled face they stay in at play for 5 minutes to think about behaviour; sad face they stay in for 10 mins to consider behaviour and how they will improve; and finally the cross face will result in discussion with parents.
- On occasions, a member of staff may feel it necessary to refer to another adult in the school.
- In certain cases, a referral to Head Teacher or Assistant Head Teacher may be necessary.

Staff will keep a behaviour log of worrying trends in an individual's behaviour and will discuss these with the Headteacher, Special Educational Needs Co-ordinator and Parents if appropriate

Head Teacher visits

Pupils will be sent to the Head teacher if they have consistently ignored the school Code of Behaviour and instructions from class staff and / or have used verbal or physical abuse.

Examples include:

- Being involved in systematic bullying including cyberbullying
- Being deliberately offensive or disrespectful to another person
- Physically hurting another person intentionally
- Verbally threatening or frightening another person intentionally
- Fighting
- Deliberately vandalising school property
- Verbal abuse including racist or sexist remarks
- Preventing other pupils from learning
- Breach of Acceptable Use Agreement or being involved in an e-safety incident

Stage one

On these occasions the Head teacher will log the event and will decide on a suitable sanction. This might include:

- Additional time out at lunch time
- Completion of work with a member or staff in a different room to the class of the pupil
- Completion of work at home
- Exclusion from the use of ICT in school

Parents will be informed of the sanction and the reason for this.

Stage two

A meeting with parents/ carers to discuss possible reasons for the poor behaviour choices and the best way to support the pupil in making better choices to improve behaviour. A behaviour contract may be put in place to support good choices being made to change unacceptable behaviour.

Stage three

If a pupil persistently finds it difficult to meet the standards in this policy, parents/ carers will be invited to attend a further meeting. Pupils may be placed on the schools Record of Need where an Individual Behaviour Support Plan can be agreed with the parents and the pupil.

If the pupil's behaviour puts themselves or others at risk of harm they may escalate to stage three and an Individual Risk Assessment will be drawn up. Any concerns will be raised immediately through extra meetings.

Stage four

If there is no improvement in behaviour after the Individual Behaviour Support Plan has been put into place (usually for a period of up to 6 weeks) the school and home may seek external support from behaviour support consultants. Internal exclusions may be used at this stage.

Stage five

In the event of serious or repeated threatening violence or actual physical violence towards another child or adult, a pupil may escalate to stage five, and a fixed term exclusion will be considered.

Stage six

Where all sanctions are repeatedly ignored, Sithney School reserves the right to permanently exclude a child. (see further details for exclusions below)

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

In the absence of the Headteacher, pupils will visit a senior member of staff, who will keep a log of all events and communications and will follow the same procedures.

Parents will be kept fully informed at every stage and will need to work with the school and outside agencies if necessary.

Physical Intervention

Occasionally physical intervention is necessary, only as a last resort, and only to prevent a pupil from causing harm to themselves or others. (see SPCMAT Physical Intervention Policy - which must be read in conjunction with this policy).

Exclusions:

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers on using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. (Exclusion from Maintained Schools, Academies and Pupil Referral Units in England Statutory Guidance Sept 2017)

Please see SPCMAT Exclusion Policy for more details.

Guidance for Staff

We perceive three zones for pupil behaviour.

Excellent - this behaviour is rewarded

Appropriate - this behaviour is considered the normal expectation for all pupils and is acknowledged

Unacceptable - this behaviour has consequences and a whole school approach is adopted and used with rigor.

Examples of excellent behaviour:

I have...

- helped someone in need.
- been an excellent friend.
- put another before myself.
- made a huge effort to achieve.
- persevered.
- made a difference.
- thought really carefully.
- managed a difficult situation well.

Examples of appropriate behaviour:

I am

- doing as I am asked.
- working hard.
- polite.
- listen well.
- think about others feelings.
- am helpful.
- am kind.
- patient.
- using good manners.

Examples of unacceptable behaviour:

I have...

- hurt someone.
- been rude.

I am

- not working hard.
- interrupting.
- using bad manners.
- saying the wrong things.
- wasting time.
- distracting others.
- upsetting others.

Behaviour Chart:

Five faces: grinning, smiley, puzzled, sad, cross.

All pupils start each day on the smiley face.

If they show excellent behaviour, they go up on the chart.

If their behaviour is unacceptable, they move down. If after moving down they begin to behave appropriately (they are redeeming themselves) they can be moved back up.

If by the end of the morning/afternoon they are on: puzzled face they stay in at play for 5 minutes to think about behaviour; sad face they stay in for 10 mins to consider behaviour and how they will improve; and finally the cross face will result in discussion with parents.

FACE	DESCRIPTION	BEHAVIOUR	COMMENT
Grinning	People think my behaviour is exemplary.	Excellent	"Fantastic attitude to learning."
Smiley	People are happy with my behaviour.	Acceptable/ Appropriate behaviour	"Good for you," "Well done" or point, nod or smile.
Puzzled	People want me to think about my behaviour.	Let pupil know without speaking that you are aware of their behaviour. If it persists move to this level.	"Think about your behaviour."
Sad	People know I must improve.	Continuation/ lack of improvement/pushing boundaries.	"Improve your behaviour."
Cross	I've really let myself down.	Continuation/ lack of improvement/pushing boundaries.	"Your behaviour is unacceptable. We will talk to your parents today."