

SIXPENNY HANDLEY FIRST SCHOOL

Behaviour Policy and Guidance

19th September 2018



Behaviour Policy and Guidance

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

This policy should be read in line with the DfE Guidance (Appendix A) Behaviour and Discipline in Schools, advice for Headteachers and school staff, February 2014.

Aims:

The aim of Sixpenny Handley First 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 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 responsibilities

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 Governors if necessary
- Contribute, follow and actively sign up to the Parent Charter that is created by the children for parents. This is produced in line with RRS and Class/School Charters.

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 rights and responsibilities 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.

Governors are expected to,

- Refer all matters regarding discipline to the Headteacher or Chair of Governors who will discuss these matters together and with the staff if necessary
- Be familiar with the school policy and actively support it
- Actively contribute, follow and sign up to the whole school charter

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.

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 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 Qualities are at the heart of school life and drive our curriculum. They also promote good behaviour, independence and positive learning behaviours; *be determined, connect, wonder, reflect, question and be self-aware.*

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 and Responsibilities. 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 governors. Parents will have the opportunity to also sign up to this Charter.

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.

Rewards and Sanctions Overview:

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

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, 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. (See Appendix B for Behaviour Support in School which has been created with all staff and reviewed annually).

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 Qualities and the schools 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. For each 10 points they receive a token and can choose to spend or save these. Prizes are displayed in the school corridor. Also related to this, 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.
- Hot Chocolate Friday with the Headteacher!

Sanctions:

Despite positive responses as a means to encouraging good behaviour in Sixpenny Handley First School, it may be necessary to employ a number of sanctions to enforce the Rights and Responsibilities 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.

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 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. However, a child **should not** be removed to the corridor and left unattended.
- Teachers may send their pupils to another class (a responsible child should accompany them). When sending a child to another class, the teacher should ensure they know why they are being sent and are holding the appropriate visual card (sad face for sanction).
- 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.

Extremely poor behaviour 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.

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 reprimanded 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. reprimanding, '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.

Policy for the restraint of pupils;

The Education Act 1997 (section 4) clarified the position about the use of physical force by teachers and others authorised by the Headteacher of a school to control or restrain pupils.

This should be read in line with the DfE guidance 'Use of reasonable Force, advice for Headteachers, Staff and Governing Bodies' July 2013 (Appendix C).

If there is a risk of high level restraint due to particular behaviour difficulties then the Headteacher will organise training for all staff members.

Before intervening physically a teacher/TA should tell the pupil who is misbehaving to stop, and the consequence of what will happen if he/she does not stop. The teacher/TA should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to the situation is needed and a teacher/TA should never give the impression that they have lost their temper, or are acting out of anger or frustration to punish the pupil.

It might sometimes be advisable for a teacher/TA to summon help from another adult if the pupil is strong or large and the adult might be at risk. The pupil should be informed that help has been sought.

Physical intervention can take several forms. It might involve;

- physical interposing between pupils
- blocking a pupils path
- holding
- leading a pupil by the hand or the arm
- shepherding a pupil away by placing a hand in the centre of the back

Any other forms of restraint are not acceptable, particularly if they may cause injury to the child. Staff should always avoid holding or touching the pupil in a way that might be considered indecent.

In the event of a serious incident the teacher/TA must provide a written record in the filing system kept in the Headteacher's office. Details must include;

- the name(s) of the pupil(s), and where the incident took place
- the names of any other staff or pupils that witnessed the incident
- the reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or member of staff)
- how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how it was applied and for how long
- the pupil response and the outcome of the incident
- details of any injury suffered by the pupil, another pupil, or a member of staff and of any damages to the property
- the written account should be signed, dated and shared with the Headteacher

The Headteacher will take responsibility for informing the parents verbally or in writing of any serious incident. Minor incidents should be reported by teachers to parents verbally on the day of the incident. If the child is collected by someone different then a phone call should be made to inform the parents.

Policy on bullying;

It is the aim of the school behaviour policy to help create a positive, supportive, atmosphere which is based on shared values and a sense of community.

There is no justification whatsoever for bullying behaviour and it should not be tolerated in any form. Difference of race, religion, gender, sexual orientation, ability are absolutely not acceptable as reasons for bullying.

The rules by which we conduct our affairs are derived from this aim and it is important that all staff and pupils clearly understand them. It is equally important that all staff act as effective role models in their relationships with children and with each other.

Bullying affects everyone, not just the bullies and the person being bullied. It affects those who watch and less aggressive pupils can be drawn in by group pressure.

Bullying of whatever kind is unacceptable and must not be regarded as an inevitable, or necessary, part of growing up. It must be clearly understood to everyone that it is wrong and will not be tolerated in our school, or on the way to and from school.

Staff should be alert to all signs of bullying and harassment, must take seriously any complaint of bullying, and deal with it firmly, fairly and promptly using the school proforma.

Definition

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

- support children who are being bullied
- help bullies to change their behaviour
- meet those concerned ***individually*** and find out the facts of any incident
- use peer group pressure to actively discourage bullying
- break up bully groups
- inform the parents immediately if the incident involves violence
- involve parents at an early stage if an incident is serious or repeated
- help children develop positive strategies and assertiveness
- record incidents of bullying on central card system in Headteacher's Office
- involve and discuss with children agreed class charters and rights and responsibilities
- 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
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It is everyone's responsibility to try to prevent bullying from happening.

Appendices to this policy:

Appendix A: Behaviour and Discipline in Schools, February 2014 DfE

Appendix B: Behaviour Support in School

Appendix C: Use of Reasonable Force, July 2013 DfE

This policy is to be reviewed annually

Appendix A

Appendix B

Appendix C