

SIDEMOOR FIRST SCHOOL AND NURSERY BEHAVIOUR POLICY



"A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times." (DfE 2016).

At Sidemoor we believe that our school should be a place where all children and adults feel secure and are valued and that each person is treated fairly and well.

We expect every one to show consideration and to have respect for themselves and others.

In our school we promote good behaviour through positive behaviour management and the development of self-esteem and personal responsibility.

Our behaviour policy aims to give clear guidelines for staff, children and parents so that everyone knows what is expected and so that we can live and work together in a supportive way to maintain the good behaviour we have in school. We place an emphasis on praise and reward with positive reinforcement. Our policy aims to promote an environment in which everyone feels happy, safe and secure. A consistent approach is important in developing the whole school ethos that we pride ourselves on at Sidemoor.

Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. Schools are also bound by the legal duties under the Equality Act of 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN). This policy is written in line with the DfE document, Behaviour and Discipline in Schools, January 2016.

A CLIMATE FOR GOOD BEHAVIOUR

We aim to provide a secure, attractive, stimulating and well-organised environment that will encourage high standards of work and behaviour and develop a sense of self worth in the children and pride in the school.

Teaching is well matched to children's abilities, needs and interests to ensure that children are well motivated and involved in their learning. Games and activities promote positive play at break and lunch times.

Staff provide good role models and help to develop good relationships throughout the school.

Children are encouraged to discuss school rules, to develop their own class rules, to understand what is good behaviour and know what is unacceptable. We aim to help children grow in an atmosphere where they can think for themselves and be responsible for their own behaviour. Children discuss issues in circle time, P4C and at School Council.

All staff share the responsibility for promoting good behaviour with all children, at all times, wherever they are in the school. The school expects every member of the school community to behave in a considerate way towards others.

We endeavour to treat all children fairly and apply this behaviour policy in a consistent way.

We aim for the children to develop self-discipline, and to have responsibility for their own behaviour by using the language of choice, so that they are aware that if they make a poor choice there will be consequences.

OUR GOLDEN RULES

The school has a number of rules which are phrased positively, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and achieve their potential. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Our Golden Rules have been compiled by all staff and pupils and are discussed regularly in school:

- | | |
|--------------------------|------------------|
| * Be caring | * Be kind |
| * Be helpful | * Be polite |
| * Be tolerant | * Do your best |
| * Co-operate with others | * Respect others |

Pupils are taught the Golden Rules, what they mean and why they are important.

The class teacher discusses the Golden Rules with each class. In addition to these school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

REWARDS

We make every effort to encourage, praise and reward behaviour that helps children work and play well together. This includes good manners, taking turns, sharing, helpfulness, kindness, listening well, settling to work quickly, co-operation, enthusiasm, effort, perseverance, cheerfulness, tolerance, respect for others and independence, as well as high standards of work and achievement.

We reward children with:

- lots of verbal praise and smiles
- stickers
- team points
- Zone Board and Golden Time
- a visit to another teacher/class to show work
- extra responsibility
- a visit to the Headteacher
- Achievement assembly
- special certificates
- class marbles in the jar - children choose treat when jar is full

POSITIVE BEHAVIOUR MANAGEMENT

We will always try to give children the opportunity to behave well before using sanctions. Children are encouraged to support each other in developing and maintaining good behaviour. Children are set realistic targets for improving behaviour and are rewarded for reaching them.

Whenever possible staff will draw attention to and reward desired behaviour in others, thus giving a child who is behaving in an unacceptable way an opportunity to change his/her behaviour and be similarly rewarded.

Staff are always watchful for unusual changes in behaviour and will talk to parents at an early stage if a child does not seem to be him/herself. Children who need extra support may take part in social skills groups.

Our high expectations will be reinforced through the curriculum, through personal and social education, in assembly and in the daily life of the school.

UNACCEPTABLE BEHAVIOUR

We will not accept behaviour that causes others to be hurt or upset. This includes kicking, hitting, punching, biting, pinching, swearing, breaking things on purpose, racial abuse and name calling.

We do not expect children to do any of these things in retaliation either.

We will not accept behaviour that stops children learning. This includes disturbing others, not taking turns or sharing equipment, shouting out and not taking care of other people's property.

SANCTIONS

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil. The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Unacceptable behaviour will be dealt with by using an appropriate sanction from the following:

- visual and/or verbal disapproval
- discussion with child about the behaviour and how it can be improved
- moving to another table
- Zone Board and loss of Golden Time
- time out in another class
- a quiet time away from others
- missing playtime
- change into pumps (if kicking)
- yellow and red cards for contravention of rules at playtime and lunchtime
- being sent to the Key Stage Co-ordinator, Assistant Headteacher, Deputy Headteacher or Headteacher
- a quiet word with a parent after school.

These rewards and sanctions will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil. Safe places are available for individuals who require time out. Parents will be informed by the class teacher when a child receives a red card or is moved to red on the Zone Board.

All members of staff are aware of the regulations regarding the use of force by teachers, and recognise that there is a need to intervene when there is an obvious risk of safety to pupils, staff and property, in line with the DCSF "The Use of Force to control or restrain pupils July 2012". Most members of staff are trained in the use of physical restraint (Team Teach) and follow the guidance. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself, as a final resort after using de-escalation strategies. The actions that we take are in line with government guidelines on the restraint of children. Parents are always informed and the relevant paperwork is completed.

LUNCHTIMES

Our lunchtime rules are discussed with children and displayed in the hall and playground as appropriate. At lunchtimes children are supervised by Lunchtime Supervisors, under the direction of the Headteacher / Deputy Head. A system of rewards and sanctions is in place with smiley faces and stickers and a yellow/red card system (see Lunchtime Supervisor's Policy).

PERSISTENT AND/OR SERIOUS UNACCEPTABLE BEHAVIOUR

If a child repeatedly acts in a way that disrupts or upsets others, or in the instance of serious bad behaviour, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

Together we can look for patterns of behaviour and possible underlying causes and discuss positive ways of working with each other to improve behaviour.

Inappropriate or challenging behaviour should initially be dealt with by the class teacher and again the zone board should be used as a sanction for inappropriate behaviour. The following behaviours result in time out of the classroom (usually half a day):

- Being in red on the zone board (as this suggests children have been given several warnings and are continuing to choose to behave inappropriately)
- Persistently or seriously hurting or threatening to hurt other children

- Hurting or threatening to hurt adults
- Deliberately damaging or throwing school property
- Swearing at adults
- Not accepting consequences of behaviour (being rude/refusing to leave the classroom/refusing to discuss an incident)

If the unacceptable behaviour continues, the school will (with parental consent) seek help from support services. A behaviour support plan will be put in place. Class teachers are responsible for writing and reviewing behaviour plans with parents every 2 - 3 weeks and advice and support is available from the SENCo.

If the behaviour is such that a child is a danger to him/herself and/or harmful to others, then the Headteacher/Governors may impose a period of exclusion from school.

In exceptional circumstances where the health, safety, welfare or education of others is threatened, the Headteacher may consider permanent exclusion (see separate Exclusion Policy).

THE ROLE OF THE CLASS TEACHER

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Key Stage leader, deputy head or Headteacher.

The class teacher liaises with the SENCo and external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the educational psychologist or the LA's behaviour support service/Positive Behaviour Team.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.

The power to discipline also applies to all paid staff with responsibility for pupils, such as teaching assistants.

THE ROLE OF THE HEADTEACHER

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils.

The Headteacher supports the staff by implementing the policy, by setting the expectations and standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour, including those children who receive red cards at playtime/lunchtime. The Headteacher 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. These actions are taken only after the school governors have been notified and in liaison with the LA.

THE ROLE OF PARENTS

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read them and support them.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement which we have chosen to maintain. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and, if necessary, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented, following the procedure published on the website.

SAFEGUARDING

At Sidemoor we explore reasons for poor or uncharacteristic behaviour. We would consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

In the event of a teacher being falsely accused by a child the school will follow the HR guidance 'Managing Allegations Against Staff.'

THE ROLE OF GOVERNORS

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

MONITORING AND REVIEW

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The policy is made available on the school website and a hard copy may be requested from the school office.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents in which a child is sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes. The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded and this is analysed and reported to governors.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the

non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy at least every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

MFJ

Signed: *M.Jones*

Date: 24.1.16

Date for Review: January 2018