



Rockland St Mary and Surlingham Primary School

Behaviour Policy

Author / Edited by	Name of Headteacher or member of staff
Date	September 2018
Executive summary	This policy has been reviewed and amendments made on page 5 in order to comply with DfE guidelines.
Review Body	Teaching staff
Endorsed by	Governing Body *Reviewed again on 14/2/19 due to inclusion of section on searching and confiscation. No changes in September 2019
Review frequency & next review due	Annually – September 2020
Comments	This policy is available on our school website and is available on request from the school office. This policy will be reviewed in full by the Governing Body on an annual basis.

Rockland St Mary and Surlingham Primary School
Behaviour Policy

The overarching aim of this policy is that it will support teachers to help children become aware of their behaviour and how the consequences of this affect their learning, others and their environment. This will be achieved by teaching children awareness of behaviour and the impact on themselves and others and through supporting steps to modify and involve children in dialogue helping children understand they are responsible for their own behaviour and the choice they make.

Our policy will constantly be evolving and needs to reflect the current situation in the school.

Aims and Values

- To provide a safe, caring and nurturing environment where everyone feels valued and respected.
- To enable pupil voice and develop lively questioning minds through an inquiry based curriculum.
- To develop purposeful and enjoyable learning opportunities.
- To enable pupils to become independent self-motivated life-long learners.
- To develop positive parent and community partnership.
- To enable pupils to benefit from a professionally developing and reflective staff.

We can achieve these aims:

- By creating a safe, secure and purposeful environment.
- By developing working relationships with children.
- By promoting, through positive reinforcement and reward, acceptable behaviour and attitude.
- By respecting the fact that everyone has rights and responsibilities.
- By recognising achievements of excellence and effort.
- By maintaining and enhancing self-worth.
- By encouraging children to take responsibility for their own actions and developing their maturity.
- By raising both teachers' and pupils' standards and expectations.
- By raising awareness of, and celebrating racial, religious and cultural differences among pupils and staff within our school.

Behaviour problems in school are not unusual. Children are learning and testing the boundaries of acceptable behaviour. It is how we deal with them that is the main concern of this document.

Where sanctions are used, we feel that the certainty, rather than the severity of sanctions will be more effective in improving behaviour and in this respect a whole school approach is clearly vital. Our success is measured not so much by the absence of problems but rather by how we deal with them.

The following important considerations in dealing with behaviour issues are agreed by all staff and apply both in school and when out and about representing Surlingham Community Primary and Rockland St Mary Primary schools.

- The raising of self-awareness of staff and children is central to issues of attitude. Children have the right to learn and teachers have a right to teach.
- Making specific expectations clear, reminding and positively reinforcing are crucial to success.
- Involving children in the decision making process about behavioural aims and sanctions helps them take responsibility for their actions and increases the chances of maintaining good learning.
- Children realizing that school exists for their own benefit is a key issue in behavioural problems relating to attitude.
- Teacher reinforcement of children's self-worth at all times is vital.
- Awareness of the standards we as teachers set in, for example, tidiness, noise and time keeping means children have a role model for conduct in and around school.
- Respectful talking with and not at children and listening to what they mean and not necessarily what they might say are important skills to develop.
- The use of appropriate behaviour as a teaching tool helps children to understand what they are doing wrong and how to put it right.
- Separating the child from their behaviour avoids resentment building up and can develop more objective self-awareness.

- Allowing the child cool off time gives them the opportunity to try to reflect and modify their behaviour.
- The fair and consistent application of sanctions is effective in behaviour management.
- Maintaining attention on the noted behavioural issue and not being drawn into other issues; this keeps behaviour management clearer and attention to learning.
- Clear expectations about non-disruptive movements throughout the school are important. This applies particularly to movement around cloakrooms, toilets, playground and entrances.

ORGANISATION AND PROCEDURES

Our school organization and behaviour is based on the 3 Rs:

Rights - Responsibilities – Routines

At Surlingham Community Primary and Rockland St Mary Primary Schools EVERYBODY has:

Rights:

Pupils - have a right to be **HEARD**, a right to **LEARN** and a right to be **SAFE**.

Teachers/Staff - have a right to teach in a friendly, safe and satisfying school that is supported by the school community.

Parents/Carers - have a right to feel welcome and to know that their children learn and achieve in a friendly, safe and supportive school.

Responsibilities:

We all need to be concerned about ourselves, other pupils, parents, carers, teachers, our belongings, equipment and our school. These RESPONSIBILITIES are common throughout school and will ensure the 'rights' of all in our community:

We listen carefully and follow instructions.

- We treat other people as we would like to be treated.
- We work quietly without disturbing our classmates.
- We are polite and respectful to everyone.
- We help one another to achieve the highest standards of learning.
- We take positive steps to help those who are unhappy or in trouble.
- We move around the buildings in an orderly way.
- We take care of everything around our school.

Routines:

At Surlingham Community Primary and Rockland St Mary Primary Schools we have routines for encouraging good behaviour for learning and also sanctions for inappropriate behaviour.

Encouraging good behaviour for learning is the responsibility of everyone in school.

There are consistent class and whole school rewards that we can use to encourage and reinforce appropriate behaviour for learning.

REWARDS AND RECOGNITION

For individuals

EYFS and Key Stage 1 only

Learning Lights

Every child starts the day with their name in the **Green** section of the learning lights.

If they are really challenging themselves with their learning and working to the best of their ability then they are moved up into **Purple** at some point during the day.

If this attitude to learning continues throughout the day they can again be moved up, this time to **Blue**. Children who achieve Blue and remain on this for the day will be awarded a sticker at home time to signify this.

If a child's behaviour is not acceptable, e.g. talking and not listening, not working, disturbing others they should be given a verbal warning.(first)

If this lack of regard for their and other's learning continues, that child's name should be moved into **Amber**.(second)

If for some reason poor behaviour continues the child's name must be moved to **Red**. (third)

If a child is moved to red they may also be asked to move to a different area of the classroom, or another classroom, the learning task may be changed or a quiet time to reflect may be given. The teacher will decide which is most suitable for the situation.

When this happens it is felt the child needs to take this time to think about their behaviour and how they can improve on it.

It is important to remember and to remind the child that they have the opportunity within the rest of the day to reconcile the situation and to earn the chance to move back to green.

Stickers are awarded to children who achieve Blue through the course of the day and are able to continue this

Class Dojo: As with sticker, points are awarded to children throughout the day. Over the term, points are totalled and badges for bronze, silver and gold are awarded in celebration assembly.

Key Stage 2

It is recognised that by Key Stage 2 children should be able in general to regulate their behaviours better. The learning light system will not be used but where required, individual children will have systems established which are tailored more closely to their needs. This would be decided in conjunction with the SENCo. Short term sanctions will be used such as missing some of morning play or lunchtime. They may also be asked to spend time outside the headteacher's office. When behaviour is not showing signs of improvement, the teacher will arrange to meet with the parents/carers to discuss what is happening and agree a shared approach. The meeting may include the headteacher. These meetings will be recorded.

Class Dojo: As with sticker, points are awarded to children throughout the day. Over the term, points are totalled and badges for bronze, silver and gold are awarded in celebration assembly.

For whole class (to promote shared responsibility)

Each class teacher, along with their children, may decide to make use of class rewards. They may alter or be changed on a termly basis to maintain interest and engagement from the class. Class reward systems may include –

- Filling a pasta jar
- Class sticker chart
- Golden time

For whole school:

'Celebration Assembly' - A weekly assembly is held each Friday, to which parents and carers are invited. It recognises significant learning in individual classes. Children have the opportunity to share examples of their work with the whole school and parents/ carers. Certificates are awarded to one child in each year who has shown consistency across the week in the promotion of one of the three R's. We also welcome the opportunity of celebrating achievements from outside school hours.

Lunchtime Supervision

It must be stressed that our safe environment is actively monitored for throughout the year by all staff. Incidents of misbehaviour at lunchtimes are reported by children to the midday supervisors who will deal with them and if necessary, record them on an incident form. These will be monitored. Where required, the class teacher will be informed at the end of lunchtime but this should not interfere with the afternoon learning time.

The lunchtime supervisors will use a variety of strategies for children to earn rewards at lunchtime. These will be communicated clearly to the children and changed when required.

For the behaviour policy to be effective it needs to be transparent, fair and consistently applied by all adults. Children need to know about all rewards and sanctions. Every adult in the school is responsible for behaviour across the school. There needs to be clear expectations of ALL staff whenever there is an issue.

Persistently Poor Behaviour

Where there are continuing or increasing issues a meeting will be held with the parents/carers, class teacher and child. The outcome of the meeting may include placement on a monitoring plan (Behaviour Educational Plan) which will set out clear targets for improvement plus a behaviour log for monitoring behaviour. The Special Educational Needs lead (SENCO), may be asked to support the writing of this plan and they, along with the Teacher, will be responsible for implementing it.

If, after the agreed time frame, there has been no further improvement, the school (via the SENCo) would consider requesting external agency involvement.

The possibility of either fixed term or permanent exclusion may also be discussed (see below)

Physical Contact with Children:

Staff have the authority to apply reasonable force as a measure to prevent a child from harming themselves, others or causing damage to property. Some staff have undertaken LA training to equip them to do this in a safe manner. Please refer to the Positive Handling Policy.

Confiscation of inappropriate items

Under guidance provided in Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2018, the law allows school staff to search a pupil for any item if the pupil agrees. We would recommend two staff work together. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

Staff may confiscate a pupil's property if it is inappropriate in school. The school will hand any confiscated items back to the parent of the child at the end of the day. Note - Weapons and knives would be handed over to the police.

Exclusions

Fixed term Exclusions

A child who gets into serious trouble at school can be excluded for a fixed period of time.

Schools can exclude a child if:

- They have seriously broken the school rules
- Allowing them to stay in school would seriously affect their / other pupils' education or welfare.

Most common reasons for excluding a child would be

- Racial abuse
- Physical assault
- Verbal abuse
- Theft
- Damage to property (school and others)
- Sexual impropriety
- Bullying
- Disruptive behaviour

Any child, including Special Needs children, assaulting a member of staff will receive a Fixed Term, or Permanent Exclusion from school, depending on the severity of the attack. Assault includes hitting, pinching, kicking, punching or any other action intended to harm the member of staff including verbal attacks.

It is only the Headteacher or Deputy Headteacher who can exclude a child. The Chair of Governors would be informed immediately of the decision to exclude.

The school will contact the parents/carers on the day the exclusion is given. A letter explaining

- the period and reason for exclusion,
- the parent's duty during the first 5 days of any exclusion to ensure that the child is not present in any public place during normal school hours.

If a child is excluded for longer than one day, the school will set work for them and mark it on return to school.

Strategy for dealing with uninhibited dangerous behaviours

Some categories of behaviour will come into categories that bypass the procedure as outlined above. When this occurs staff will need to follow the procedure above and those following.

- When the incident occurs, an immediate assessment of the effects of the behaviour on the pupil, other adults and other children must be made.
- Medical aid, if needed, is a priority
- A risk assessment is carried out and if appropriate the child must be isolated from other children.
- Full accounts must be written, dated (including year) and signed by all concerned including any pupils.
- The head teacher/most senior teacher present will make the decision as to whether the incident requires sanctions as follows
 1. Withdrawal from lessons/playtimes for a specified period commensurate with the severity
 2. Exclusion from school for a limited period
 3. Exclusion from school permanently
- For pupils with a known problem it would be expected that a programme of support in place where particular behaviours are targeted for action and where monitoring is happening, for example a PSP (pupil support programme), identification of a key person to co-ordinate and maintain links with the home.
- It is important that parents are aware of incidents and that they are involved in the support programmes being used.
- The chair of Governors and/or the designated child protection governor should be informed.
- Following an incident of this nature pupils and staff will need a debriefing session and paperwork, policies and procedures will need to be reviewed.
- The incident should be resolved and measures put in place so that the risk of re-occurrence is minimised and all parties can move forward in a positive way.

Taking Account of SEN, disability and the circumstances of vulnerable pupils

The school will seek to make reasonable adjustments to the application of this behaviour policy where it is felt that a child's behaviour is a consequence of his or her SEN condition.

Children with a Personal Education Plan (previously known as IEP)/Statement of Special Educational Needs/Pupil Support Programme (PSP) will be supported with reference to these documents and sanctions will be used with reference to the pupil targets set for an individual. These targets should not be used to undermine this policy but to reinforce the aims set out in it.

School Contract

We strive to work in partnership with parents to encourage all our pupils to grow and develop personally and socially as well as academically. Parents/Carers and their children are asked to sign a Home/School Agreement which defines acceptable standards of behaviour between individuals. This contract makes clear exactly what is expected of pupils and is kept in the pupil's file. Children will be reminded of this contract at the beginning of each term and teachers will go over it carefully with new pupils so that everyone knows what they can and cannot do and to ensure consistency.

LINKS TO OTHER POLICIES AND GOVERNMENT ADVICE

1. The behaviour policy runs in tandem with our Anti-bullying Policy and Safeguarding Policy.
2. Any incidents of bullying, including homophobic bullying will be dealt with as described in our Anti-bullying policy.
3. The school and LGB follow DfE advice on behaviour and discipline in schools Jan 2016
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
4. The school follows the advice given in Norfolk LSCB protocol 27 "Allegations against staff, carers and volunteers" http://www.nscb.norfolk.gov.uk/documents/protocol_27.pdf
5. The school follows the DfE advice 'Screening, Searching and Confiscation', September 2016.
6. The school follows the advice given by the DfE in the 'Use of Reasonable Force' document, July 2013. (Crown copyright 2013). <https://www.gov.uk/government/publications/use-of-reasonable-force-inschools>
7. The school follows DfE guidance on exclusions <https://www.gov.uk/school-discipline-exclusions/exclusions>