

SMALLTHORNE PRIMARY ACADEMY



BEHAVIOUR POLICY

Updated: Nov 2017
Review: Nov 2019

What is desirable behaviour?

This is what we expect of the children at Smallthorne Primary:

To always try hard and do their best: we don't waste our own or others' time;

To be kind and polite to everyone: we don't fight or hurt anyone;

To respect other people and their possessions: we don't steal or break things;

To respect school property: we don't waste or damage things;

To be helpful: we don't ignore others;

To ask for help and tell an adult if we are unhappy: we don't ignore, or accept bullying;

To accept responsibility for the things they do: we don't cover up our actions;

To tell the truth; we don't tell lies;

To listen to different points of view: we don't put others down.

Promoting Desirable Behaviour.

Expectations for good behaviour are high and are clearly explained by all staff;

Children will be spoken to in a calm, quiet manner. In most cases shouting elicits a disrespectful response from the child.

Rules for school and classroom are clearly displayed in the classroom;

There is consistent application of the rules by all staff at all times;

Positive behaviour is constantly reinforced;

There is a consistent application of praise

Adults may use:-

- Verbal praise
- Stickers
- Charts in the classroom
- Awards assembly - Superstar and Tenacity
- Marbles
- Praise pads to be sent home;

- Telephone calls home to praise good behaviour.
- Teachers may use golden time at the end of the week, as a means to reward good behaviour.

Good attendance will also be rewarded (please see Attendance Policy).

Consistently good behaviour will be recognised and rewarded half termly

In an attempt to reward the children who are consistently well behaved, there will be the opportunity to attend a 'Reward Evening' at school each half term. Teachers will issue tickets to these children. The children will come back to school for a disco in the hall, Wii room, and an art and craft room. Children who have not reached the high level of behaviour expected, will not be invited to the Reward Evening but have the opportunity to modify their behaviour for the next time. Pupils working on an Individual Behaviour Plan (IBP) also have the opportunity to attend this special event if they successfully achieve their individual targets.

There will also be an end of year acknowledgement for outstanding behaviour .

Code of Conduct

All staff and children are committed to making the Behaviour Policy work.

All staff will constantly reinforce positive behaviour strategies. Some children will operate outside the Code of Conduct. These children will have an IBP (Individual Behaviour Plan). Specific strategies will be in place to support these children. Parents will be informed of the IBP and will be invited to help write the targets and be part of the review process.

Adults are role models and will behave accordingly - this includes parents and visitors in school.

Parents and visitors who present with undesirable behaviour, which conflicts with this policy and the over-arching ethos of the school, will be asked to leave the premises. Repeated incidents of this may result in said person receiving a letter from the Local Authority banning them from school premises with immediate effect.

School Rules

Never forget that you are important and that we value you.

Try new things, take risks and don't be afraid to make mistakes.

Be tenacious and try your best.

Be polite and well-mannered and use kind actions and words.

Respect everyone and everything.

Listen carefully and follow instructions the first time.

Move around our school sensibly and calmly

Have fun with your learning, ask questions, be curious and explore.

In addition, all classes will have their own class rules which will be agreed by adults and pupils.

These rules will be promoted through Collective Worship, Circle Time, Religious Education and through the ethos and culture of the school itself and the example set by the staff within it.

By giving the children clear, consistent guidelines of what is expected, they will not receive conflicting messages or feel that the system is unfair. The child has a choice. The children will fully understand the procedure. A decision to break the rules will be followed by a consequence. Good behaviour will be rewarded - even if just with a smile or comment.

Lunchtime

The same rules and code of conduct in lessons, apply in the dinner hall and on the playground. Incidents such as:

climbing the school fencing; swearing at lunchtime staff; being violent towards other members of the school community; stopping other children from playing safely will result in a sanction being imposed. If a child consistently misbehaves at lunchtime, then arrangements will be made for that child to have their lunch at home for a fixed period of time.

Code of Practice

Following an incident of inappropriate behaviour:-

1. Look or gesture
2. Gentle verbal reminder of rule
3. Reflection Time - in class, EY 2 minutes, KS1 and 2 5 minutes (sand timer)
If pupils return to task successfully, but behaviour repeats in the same session, go back to stage 2.
If pupil does not calm down or behave appropriately, then move to stage 4 below.
4. Time Out - to be spent in another classroom with work in the following pairs:
Y6 and Y5, Y4 and Y3, Y4 and Y3, Y2 and Y1, Rec to go to Y1 (sand timer) - Rec 5mins, KS1 10mins, KS2 15mins.
5. Seclusion - If a pupil refuses to go to Reflection Time or to Time Out, is disruptive during Time out, or there is a repeat of the behaviour within the same session after Time out, then explain that they could face a seclusion in a different classroom in the afternoon or morning (parents and Headteacher will be informed of this prior to the seclusion happening). If seclusion is not successful, refer to Headteacher.
6. If a pupil disrupts another class during their time in seclusion, then refer to SMT for support.
7. Any child who refuses to go to class or who leaves the classroom without permission, go to stage 5 and issue a seclusion warning.

If a child takes themselves out of the classroom without permission, the teacher is accountable for the tracking of the child (which could be by deploying the TSA to do this). It would be useful for the TSA or teacher to record the amount of time out of the room. If a child is doing this on a regular basis, the key stage leader needs to be informed and involved with an IBP.

8. Refer directly to SMT if an incident of verbal or physical abuse against another child or an adult or self, or wilful damage of property.
9. Any behaviours in stage 8 may result in a fixed term exclusion of up to 5 days.
10. Repeated incidents of fixed term exclusions may then result in a permanent exclusion.

Adults will be consistent. We will Always state clearly what will happen and always follow through with the sanction in a firm but calm manner.

If you have a pupil who simply will not comply with the code of practice, you may need to seek alternative support from a colleague. This should be a person who has a good relationship with the child. If this is a child that this is regularly happening with then a draft IBP should be discussed with the Key Stage Leader.

The Headteacher must be kept fully informed of any incidents of positive or negative behaviour occurring in the school.

Repair and Re-Build

If a pupil has returned to your room, welcome them with a smile - it often takes a lot of courage for a child to return to the classroom. It is imperative that the adult makes them feel valued and that a fresh start is awaiting them.

In some cases, it is important to address the reason for the undesirable behaviour. This process must be carried out as soon as possible, or as soon as the teacher feels it appropriate - either during a playtime, lunchtime or at the end of the school day.

Ask the child:-

- Why they are unhappy;
- Make a positive introduction to feelings i.e. 'I know you want to be outside with your friends but we need to talk about your behaviour'. (A refocusing on what has happened).
- Focus on the fact that the behaviour is unacceptable not the child.
- Give children the right to reply. This can be verbal or written.
- Explain that their actions have impacted on the learning of others.
- Look to the future. If this happens again what can we do?
- Finish the meeting amicably and make it clear that the child starts with a clean slate.

This is a pivotal part of the success of the Behaviour Policy.

CONSISTENCY, FAIRNESS, CALMNESS, POSITIVITY, REWARD,
HIGH EXPECTATIONS