

STEDHAM PRIMARY SCHOOL BEHAVIOUR POLICY



Our Aims

It is our belief that appropriate behaviour forms the foundation on which strong social, moral and academic progress is made.

At Stedham Primary School it is our aim that:

- All children are aware of and understand what the school's expectations are regarding behaviour
- Children are encouraged to adopt a positive attitude in all aspects of school life
- All staff create an environment that promotes and encourages good behaviour which is sufficiently stimulating to ensure challenge for all
- Children are encouraged to be considerate, positive and supportive
- The whole school community works together to achieve joint ownership of the school's values and expected standards of behaviour
- All adults acknowledge and reward good behaviour through praise and the use of our reward system
- At all times, all members of staff will act as positive role models

Roles and Responsibilities in Promoting Positive Behaviour

The Headteacher will:

- Implement the Behaviour and Anti Bullying Policies consistently throughout the school by setting the standards of behaviour and supporting all staff in the implementation of the policies.
- Keep records of all reported serious incidents of misbehaviour and bullying.
- Report to the Governing Body, when requested, on the effectiveness of the policies.
- Ensure the health, safety and well-being of all children in the school.
- Report to and / or meet with parents / carers as necessary.

The Headteacher has the responsibility of giving fixed term exclusions to individual children for serious misbehaviour. The Headteacher may permanently exclude a child for repeated or very serious acts of anti-social behaviour. This action can only take place after the Governors have been notified. For further details on all forms of exclusion please see:

Exclusions from Maintained Schools, Academies and Pupil Referral Units in England (July 2017)

This is to be found in the SEND and Inclusion File which is kept in the Headteacher's office.

All staff including the Headteacher will:

- Give opportunities to develop interpersonal and social skills.
- Offer a curriculum that engages pupils.
- Give opportunities to work in groups.

- Make sure that all pupils listen and are listened to and value others.
- Help pupils to gain the ability to make good choices about their behaviour.
- Help pupils to be confident about their learning and enjoy it.
- Be a positive role model.
- Ensure that all children know and understand class and school rules.
- Be aware of body language when dealing with pupils and avoid confrontation or a no-win situation.
- Try to prevent problems before they arise.
- Have an awareness that persistent poor behaviour can be associated with poor relationships, poor self-esteem, external problems related to home, an inappropriate curriculum or inadequate teaching methods.
- Be consistent in dealing with pupils.
- Talk to children in a way that they would want to be spoken to.
- Make it clear that it is the child's misbehaviour that we do not like and will not accept; separate the action from the child.
- Reward and / or praise positive behaviour.
- Log misbehaviour when necessary (see Sanctions).
- Inform parents / carers about their child's welfare and behaviour, working alongside the parents when necessary.

Pupils will:

- Respect and care for others
- Listen to others (adults and children)
- Learn and work co-operatively
- Obey the school rules
- Try and resolve disputes in a positive manner
- Value and take responsibility for the school environment and resources
- Be aware of their own emotions and actions and take responsibility for them

Parents, Carers and Families will:

- Support the school when reasonable sanctions have been used for misbehaviour.
- Endeavour to promote positive behaviour at home in order to have continuity between home and school.
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain unresolved within an agreed timescale, parents will contact the Headteacher.
- Contact the class teacher if they feel their child's behaviour (in or out of school) is impacting on their emotional well-being.

The Governing Body will:

- Support the school in the implementation of this policy.
- Monitor and review the effectiveness of this policy.

Rewards and Positive Reinforcement

To ensure appropriate behaviour we encourage a culture of positive reinforcement and rewards.

Sunshine and Clouds Chart

In class there is a chart; the children all start the beginning of each day on the sunshine. If the child demonstrates unacceptable behaviour (which is discussed with and understood by all children), they are given a warning. If they continue to behave in this way, their name will be moved to the grey cloud resulting in 5 minutes of missed break. If a child's name is on the grey cloud and they continue to misbehave, or if they do a more serious misdemeanour for example deliberately hurting another child, they will be moved to the second cloud, resulting in 15 minutes of missed break. Children are strongly encouraged to turn things around and try to get their name back on the sun as soon as possible.

Golden Time

A system of Golden Time is operated in all classes. Each week, every child starts the week with an entitlement of 25 minutes of Golden Time, to be taken on a Friday afternoon. For each day, if at any point during the day a child's name is moved to a cloud, they lose that day's five minutes of entitlement.

Example 1 – a child is well behaved all week and remains on the sun at all times – they have an entitlement of 25 minutes of Golden Time on Friday.

Example 2 – a child's name is moved to the cloud on Monday, twice on Tuesday and once on Thursday – on Friday they will have 10 minutes of Golden Time for having two days when they remained all day on the sun.

Class Dojo

Children are awarded Dojo points linked to our five ethos categories (confidence, responsibility, creativity, motivation and independence - see school prospectus and school ethos display in entrance hall) for good work and behaviour. Each week, the top three 'Dojo Champions' from each class will be awarded a certificate in our Friday Share and Celebrate Assembly and their class teacher will contact their parents to share the achievement.

Team Points

Each Friday, Dojo points for all children in each of the four school teams (Jupiter, Neptune, Mars and Saturn) are collected up and totalled. The team with the most points is awarded the Team Points Cup in the Share and Celebrate assembly for that week. Points are also accumulated over the half term and at the end of each half term, the team with the overall highest score gets an extra 15 minute playtime.

Sharing of work

We ensure that all children have their work displayed in the class rooms and the communal areas though the school to show that it is valued.

Children who have completed a good piece of work may be sent by their class teacher to show the Headteacher and the teacher may share the work with the child's parents at the end of the day.

Through the year there are opportunities in assemblies and at Welcome Wednesdays for the children to share their work with the rest of the school community.

Verbal Praise

This is given to children at every opportunity for good behaviour, work and attitude. Praise will be clear, focussed and specific (e.g. "Well done Pete for sitting down and listening the first time I asked."). Adults will model how to give process praise so that children may also praise their peers through peer evaluation and more informally.

Sanctions

While it is the hope of the school community that all children will understand and follow the school's expected code of conduct, we recognise that there will be times when sanctions for misbehaviour will need to be put in place.

Aggressive behaviour or interference with other pupils' learning:

- Reasons for poor behaviour need to be explored. The class teacher should talk about their concerns to the SENDCO and/or Headteacher to decide what the best way forward is. The child may need supporting through the SEND Code of Practice.
- Set the child short-term goals that can be achieved and try to build their self-esteem.
- If the child needs isolating they may be sent to the Headteacher's office or another class room with work or a suitable activity.
- Let the child know that you are sympathetic towards them as a person and will listen BUT make it clear you will not tolerate inappropriate behaviour.

Disruptive classroom behaviour:

- Disruptive children may be trying to seek attention. The adult needs to ask why. Is the work set at an appropriate level and stimulating? Is the child with appropriate peers?
- Desired behaviour should be process praised and low level attention-seeking behaviour ignored.
- Other strategies include changing the level of work or where the child is sitting. Redirect the child before the behaviour becomes too serious.

Use of Reasonable Force

Reasonable Force is defined in the Use of Reasonable Force Guidance July 2013. In certain circumstances reasonable force may be used, for example separating pupils who are physically fighting or removing a pupil from a room if they refuse to leave when instructed to do so. We have a legal duty to make reasonable adjustments for disabled children and children with SEN. We do not require parental consent to use reasonable force on a pupil but if there has been a serious incident in which a member of staff has had to use reasonable force, this will be recorded and the parents will be notified. In deciding what a serious incident is, the person using the reasonable force will consider the:

- pupil's behaviour and level of risk present at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

At Stedham Primary School some staff members have undertaken Team Teach training however, all school staff have a legal power to use reasonable force.

For further information please refer to the Use of Reasonable Force Guidance 2013 and the Physical Restraint Policy.

Activities **NOT** allowed for health and safety reasons:

- Play fighting.
- Picking up or carrying of other children.
- Climbing on fences at any time.
- Leaving the playground without permission from an adult.
- Mis-using equipment – items should only be used for their intended purpose.

Bullying

The following definitions help clarify what is meant by bullying;

A child is being teased, terrorised or **systematically** victimised by their peers.
Schuster (1996)

Socially based and involves **all** the members of the school community.
Cowie (1999)

A form of aggressive behaviour where the child who is the bully has more power than the victim and **repeatedly** uses this power aggressively (through physical and / or verbal behaviours) in order to cause distress to the victim.
Hawkins and Pepler (2001)

The words in bold help to clarify what is defined as bullying rather than a one off incident, therefore by recording all incidents in the Headteacher's records we shall be able to identify patterns of unacceptable behaviour.

Under no circumstances will bullying be tolerated. The teaching and non-teaching staff are to err on the side of caution. The following steps must be taken:

1. Be positive. Inform the child you are keeping a careful watch on the situation.
2. Monitor the child's relationships with other children; the class teacher is to inform all teaching and non-teaching staff so that everyone has an awareness of a potential problem.
3. If another related incident is reported within one week the class teacher or other adult is to notify the Headteacher.
4. The Headteacher will talk to the children concerned.
5. The SLT will monitor the frequency of complaints through the Headteacher's records.
6. If there are repeated incidents, the parents of all parties need to be contacted by the Headteacher. The parents should then be told that their child is experiencing some relationship problems and the parents need to be given the opportunity to add any further information.
7. The Headteacher needs to be informed at all stages and can be present if requested by any of the parties involved. If there is another incident the Headteacher will intervene and again talk to all the parents and children concerned.

8. The situation will be monitored by the class teacher and the Headteacher.

Between points 1 and 7 there should not be more than 4 school weeks.

If concerns of bullying have been raised by the parent or carer rather than within school, a meeting with the parents should be arranged with the Headteacher as soon as possible and the meeting should be recorded using a parent meeting proforma. The above steps will then be followed.

Please also see the Anti-Bullying Policy.

Cyber bullying

Online (cyber) bullying is regarded as a behaviour issue and so is dealt with and escalated in the same way as any other behaviour issue, as per this policy.

Adults at Stedham Primary are aware that cyber bullying is becoming more common and so we must be alert to this happening within any forums that children may use at school or at home.

There will be input on this through PSHCE and then ongoing awareness will be raised.

If any child is found to be bullying another child in this way at school, their internet rights will be removed for a fixed period and their parents will be informed.

If an adult is concerned that cyber bully may be occurring out of school they will inform the Headteacher who will then contact the parents with the concerns.

Please also see the Online Safety Policy

Dealing with Misbehaviour

If necessary, children should be given time to calm down and de-escalate away from the situation and others involved in it, before the next stage of the procedure can take place. When dealing with misbehaviour, all adults will treat all children involved fairly and with respect, giving all parties an opportunity to have a chance to speak and be listened to. Following this, a decision will be made as to how to deal with the misbehaviour using the following guidelines:

Behaviour principles for COVID19 September 2020

In light of the need for children to behave differently when they return to Stedham Primary School, and the new systems that have been put in place to support this, we have made small changes to our behaviour policy. These behaviour policy changes will be communicated to pupils, parents and staff.

Government guidance has also been used to complete this amended Behaviour Policy.

Clear rules about coughing or spitting at or towards any other person

- The rules of how to cough or sneeze will be repeated regularly by the class teachers and TAs.

- Any form of spitting is strictly prohibited. Incidents of spitting will be dealt with on a case by case basis. The safety of other children and staff will be a factor in determining the most appropriate course of action. As an absolute last resort, a child who is causing a danger to others may be excluded from school for a period, at the head teacher's discretion. This could result in the child being asked to stay at home and continue with their education using the home learning packs.
- If children struggle to follow the guidance given, their parents will be informed by the class teacher so that they can help their child understand why it is so important to follow the guidance.
- A refusal to adhere to essential hygiene rules will result in parents being asked to home educate for a fixed period.
- If a child continues to break these rules, their parents will be phoned by the head teacher. This will be a final warning before they are asked to stay away from school and educate at home.

Rules for pupils at home about conduct in relation to remote education

- Teachers will contact pupils through Class Dojo which is software, already known and used, to support home learning (before Covid19). Parents are also comfortable in its use and will contact teachers regularly.
- Further support for pupils at home (e.g. teaching assistants remotely supporting vulnerable pupils with their work at home) must only be allowed with permission from parents. It should also follow clear protocols set up by the school and agreed by the parents.
- Learning packs will be sent home each week.
- Teachers are careful to recommend software (to support home learning) that is already known and used by pupils.

Rewards and sanction system where appropriate

- The reward system of house dojo points can still apply but will not be shared in a whole school assembly.
- The normal awards (e.g. handwriting, dojo awards) can be presented within that bubble by the class teacher.
- The clouds can still be used as a possible sanction for stage 1 behaviour
- For Persistent Stage 1 level behaviour which is not corrected by sanctions, a child can miss some or all of their break but they will have to do this outside with the remainder of his/her bubble. They will have to watch the others have their break while they sit/stand on the periphery.
- Persistent Stage 2 or 3 cannot result in being sent to the headteacher. An ABC form will be completed and the class teacher or head will contact the child's parents.

Stage	Examples of Behaviour	Possible Sanctions	Comments
1	Swinging on chair Interrupting / calling out Losing concentration Running in the school building Ignoring instructions Silly noises Pushing in line	Quiet reminder Non-verbal signals (eye contact, pointing) Moving onto grey cloud after warnings	Often praising good behaviour (e.g. thank you to those of you sitting ready to listen) has a positive effect upon those who are not behaving – this is called proximity praise.
2	Persistent Stage 1 behaviour which is not corrected by sanctions Rudeness Affecting the learning of others Inappropriate remarks to other pupils Hurtful or offensive name calling	Moving onto the cloud after warning and so missing all or part of a playtime (depending on which cloud they were on) Time out within the bubble and parents informed	Missing playtime should happen as soon as possible after the incident to have impact. Frequent missing of playtime should be discussed with the child's parents.
3	Persistent Stage 2 behaviour Swearing Throwing objects with intent to harm Harming someone intentionally so they may need minor first aid Continued or more serious challenge to authority Stealing Repeated refusal to do set task Highly offensive remarks to children or adults Minor challenge to authority Damaging school's / pupil's property	Loss of playtime(s) (at the discretion of the adult dealing the incident) Parent informed by telephone or in person ABC record to be completed and given to the Headteacher to be filed.	Headteacher's records to be completed for any child that is sent to see them (or member of SLT) at Stage 3 or above
4	Persistent Stage 3 behaviour Bullying Fighting Racism Violence Vandalism Very serious challenge to authority Refusal to follow clear hygiene rules for their own safety and that of others	Parents contacted by the Headteacher Loss of playtimes (at the discretion of the Headteacher) ABC record to be completed and given to the Headteacher to be filed. Child will be asked to home educate for a fixed period	All staff will be made aware of any issues and resulting sanctions LBAT referral if appropriate

Stage	Examples of Behaviour	Possible Sanctions	Comments
5	Persistent Stage 4 behaviour Persistent verbal abuse to an adult Malicious physical assault or abuse of another pupil or adult Spitting (including blowing raspberries)	Exclusion for a fixed term	Notify the Fair Access Inclusion Team of a child at risk of permanent exclusion if appropriate LBAT referral if appropriate
6	Repeated Stage 5 behaviour	Permanent exclusion from school Managed Move Full or part time educated off-site e.g. APC	Discuss relevant governors and Fair Access Inclusion Team

All the above sanctions are put in place at the discretion of the Headteacher and the list of examples is only a guide. The context, child's needs, current external support and strategies in place to deal with misbehaviour should all be taken into account when sanctions are applied.

Monitoring and Evaluation

The effectiveness of this policy will be regularly monitored by the Senior Leadership Team and Governors through informal drop ins, learning walks and Headteacher reports and these reviews will feed into the School's Self Evaluation.

The school may use a variety of records for misbehaviour including home/school link books or timetables (which will also be used to communicate positive behaviours) in some cases, as agreed with parents / carers, ABC sheets (see appendix) and Headteacher's records.

Last amended: November 2020
Next review date: November 2022

Appendix

A.B.C Record

Pupil Name: _____					Date: _____					Completed by: _____					Designation: _____				
Antecedents (Circumstances before the incident)					Behaviour (Incident)					Consequences					What happened next?				
Location:																			
Time:																			
People involved:																			
Additional de- tails:																			