



Simonside Primary School



Behaviour Policy

1. INTRODUCTION

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying Policy
- Exclusion Policy
- Special Educational Needs and Disability (SEND) Policy
- PSHE Policy
- Safeguarding and Child protection Policy
- Inclusion Policy

It complies with Section 89 of the Education and Inspection Act 2006.

At Simonside Primary School, we believe all children and adults in our school are important. Everyone in the school should feel happy, safe and secure. We are committed to enabling all children to access education successfully. Part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

2. SCHOOL AIMS

Simonside Primary is a Rights Respecting School and as such strongly believes in and promotes the United Nations Convention on the Rights of the Child. We know the importance of children knowing their rights to an education, a safe and friendly environment, a voice and play. Within this learning it is vital children learn what their roles and responsibilities are to ensure their own and other people's rights are met. Working in partnership with parents and the community, the school endeavours to provide a well ordered, caring learning environment where pupils can build on their experiences to develop intellectually, to become self-reliant and to co-operate with others.

This policy exemplifies these rights and our practise aims to ensure that the following rights are adhered to:

Article 3- The best interests of the child must be a top priority in all things that affect children.

Article 28- Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 31- Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

We recognise that high standards are best promoted when everyone (staff, parents, governors and children) have a shared understanding of what is acceptable and unacceptable behaviour. We therefore aim for the children at Simonside Primary School to be able to:

1. Learn in an ordered, attractive, friendly and stimulating environment.
2. Be respected for their personal qualities, valued for their achievements, and acknowledged for their individual needs.
3. Be encouraged to become confident, enthusiastic, self-motivated and independent learners.
4. Be valued as a member of the school community.
5. Have well planned, organised and balanced learning opportunities in which high standards will be encouraged.
6. Be expected to keep the school rules, respecting and considering others.

3. GOLDEN RULES

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

In addition each class will set their own individual class rules which are agreed by the class as a whole.

4. CURRICULUM

Encouraging and promoting positive behaviour involves everyone and should permeate the whole curriculum. The school uses PSHE sessions to discuss behaviour and British Values are addressed through class discussions and whole school assembly themes eg 'Tolerance' 'Respect'.

The school uses 'Assertive Mentoring' meetings to discuss children's behaviour with their teachers and parents deciding on any areas for development. These meetings take place twice a year, however parents can be called at any time to discuss the behaviour of their child should there be concerns.

School Rules and Class Rules are displayed and discussed positively in each class.

5. THE ROLE OF THE HEAD TEACHER

The Headteacher must:

- Implement the school behaviour policy consistently throughout the school, and report to governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.
- Take 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 Head Teacher may permanently exclude a child. These actions are taken only after the school governors have been notified).

6. PROMOTING POSITIVE BEHAVIOUR

At Simonside Primary School, we believe that the best way to manage behaviour is to provide consistent and positive reinforcement of good behaviour.

This may include:

- Non-verbal signals (smiles, gestures etc)
- Verbal comments
- Sharing positive aspects with peers and other adults
- Sharing positive aspects with parents/carers
- Stickers
- Weekly award certificate assemblies
- Top Table for lunch (Friday Lunchtimes)
- Children are in 'House Groups' and will be given the chance to win points for their 'House' which will accumulate in an overall score. The House with the highest score each half term will be rewarded.

7. MINIMISING AND RESPONDING TO POOR BEHAVIOUR

There will inevitably be occasions when children, for whatever reason, do not conform to the rules and a sanction will be used.

Consequences include:

- non-verbal signal
- rule reminder
- warning
- traffic light system
- time out to another part of classroom
- after -class talk
- playtime detention
- loss of Golden Time on a Friday afternoon (5 mins for every time on red and 2 minutes for every time on amber)
- loss of lunch-time play – sent to a key classroom or to 'Nurture' room

- time out to another class – using class pairings
(Y1 → Y2 Y2 → Y1 Y3 → Y3/4 Y3/4 → Y3 Y4/5 → Y5 Y5 → Y6 Y6 → Y5)
- meeting with Headteacher or Deputy Headteacher
- time out with Headteacher or Deputy Head
- teacher communication with parent/carer
- behaviour chart – behaviour grids for children who have continual problems with behaviour
- Headteacher communication/meeting with parent/carer
- time out with Behaviour Support Lead
- external exclusion
- IEP with behaviour targets
- Behaviour Plans– children displaying poor behaviour on a regular basis will have a Behaviour Plan instigated by their class teacher which must be shared and agreed with the child and their parents.
- Recognition Board

In addition a playtime/lunchtime timetable will be put in place by the SLT to ensure key children are not on the yard for the whole of lunchtime and alternative provision is in place.

8. SANCTIONS

Traffic Light System - The traffic light system is used consistently from Reception – Year 6. The aim is for all children to stay on green and to aspire to get on the outstanding star. If a child's behaviour is starting to cause concern they will be moved to amber with the intention they move back to green. However if the behaviour persists and a child is on **Red**, sanctions are:

Reception - Child will go to 'Thinking Zone' for 5 minutes

KS1 – Child will go to 'Thinking Zone' for 5 minutes. In addition, they will lose 5 minutes off Golden Time on a Friday afternoon.

KS2 – Playtime detention followed by 5 minutes off Golden time on a Friday afternoon. If a child is on amber, they will miss 2 minutes off the end of week additional playtime. If a child goes onto 'Red' in the morning after play or in the afternoon, they have to do a playtime detention the next day. If they go on red in the morning **and** the afternoon, they will have to do two detentions.

If a child has three detentions in a half term, they will have a meeting with the Headteacher to discuss their behaviour. If a child has five detentions in any half term, a letter will be sent home to parents. Parents will be informed by the class teacher if their child has to do a detention.

Time Out -If a child is showing potential signs of misbehaving or becoming disruptive, they will be sent to another classroom (see previous list) for 'Time Out'. The teacher will use their discretion as to how long to keep the child. If the behaviour is serious, they will be sent to the Headteacher/Deputy Headteacher.

Assemblies – if a child is moved or misbehaves during assembly, they will instantly do a detention that day.

Red Cards – A red card is only used when there is an incident and there is no TA support. A child will go to the nearest adult for support or a teacher can ring for support. If medical, the nearest First Aider will deal with the problem.

If it is a behavioural situation, then the Head Teacher or Deputy Head Teacher will deal with it. This will involve the parents being notified and the child will do an internal exclusion the next day.

Swearing- Fighting – Anyone caught swearing or fighting, whether during class or outside on the yard, will be on an instant detention. If this persists, then parents will be informed and they will carry out an internal exclusion the next day.

There may be cases where children have to miss their lunchtime play due to serious behaviour on the yard or in the classroom, where it is felt they are better being isolated to avoid further disruption. The Behaviour Support Officer will run a lunchtime club to discuss behaviour issues and promote more positive play times. In addition, a Taskforce has been set up to support some of the children to work alongside children who display good behaviour.

In the EYFS, children are dealt with 1:1 by the teacher or Key Worker and in more serious cases, parents are informed. Behaviour and expectations in Nursery and Reception are dealt with regularly through PSED and Circle Time sessions. The children are assessed for their progress in the Managing Feelings and Behaviour section of the Development Matters Statements.

Please note that all incidents of behaviour must be recorded on CPOMS with relevant information.

9. THE GOVERNING BODY

The Governing body in accordance with guidance stipulates that the following areas will be included within the school behaviour policy.

9.1 BULLYING

Bullying has been defined as any behaviour which is intended to hurt, threaten or frighten another person or group of people. Bullying is often repeated and can continue over a long period of time. It can include physical aggression such as hitting, kicking, taking or damaging belongings. It can be verbal which involves name-calling, nasty teasing or spreading rumours. It can also be indirect such as when someone is left out or ignored deliberately. Bullying can also take subtle forms such as 'nasty looks' which can be very frightening to the child or young person on the receiving end.

Racial, homophobic and sexual harassment are also linked to bullying. These may involve the same kinds of behaviour but may be directed against a person because of their cultural identity or gender.

At Simonside Primary school we understand bullying makes children very unhappy and they can lose their self-confidence and self-esteem. This often results in children finding it difficult to concentrate on their schoolwork and taking time off school to avoid being bullied. Our approach to tackling bullying is promoted through assemblies and collective worship; circle time, projects, role plays and stories. The children are made fully aware that all forms of bullying are unacceptable and will not be tolerated. Damage, injury or theft and other incidents demand a serious response. We believe raising awareness of the issues increases pupils understanding and makes them more likely to report incidents.

All schools have some bullying, in Simonside Primary School action will be taken before bullying becomes a major problem. As bullying is often well hidden and carefully disguised it can often be underestimated and in order that this does not become the case in our school it is a high priority to identify the early signs and act upon them.

Bullying will be taken seriously by all teaching and non-teaching staff. Children should be encouraged to tell an adult if they are being bullied or if they know someone who is being bullied. Signs of bullying will be investigated and responded to quickly and appropriately. Each case will be handled as deemed appropriate but may follow these steps:

- Acknowledge bullying is taken place.
- Speak to the 'victim' about the problem, find out exactly what has been happening and when.
- Report the matter to a member of the Senior Leadership Team and outline to him/her the strategies used and intentions for follow up action.
- Decisions at this stage will be taken about the involvement of Head Teacher/Deputy Head and Parents.
- Take follow up action to ensure the problem has been resolved. Do this by checking with the 'victim' and the adults involved in monitoring the situation.
- Record any incidents using CPOMS.

9.2 THE USE OF REASONABLE FORCE

In addition to the above and where appropriate as a last resort (primarily for the safety of a child, staff or other children) staff may use reasonable force to discipline a child. Reasonable force or restraint (to hold back physically or to bring a pupil under control) may be used to prevent a pupil or pupils from committing an offence, injuring themselves or others, damaging property and to ensure classroom order and discipline is maintained.

All staff have carried out training on 'restraint' and the school has a 'Positive Handling' Policy.

9.3 POWER TO SEARCH PUPILS WITHOUT CONSENT

In addition to the use of reasonable force described above, staff may also use such force as is reasonable, given the circumstances, to conduct a search for the following 'prohibited items'

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

It should be noted that the aforementioned cannot be used to search for items banned under the school rules. Furthermore, the aforementioned guidance on reasonable force should be adjusted, as is considered reasonable by a member of staff, to take into account the physical or learning needs of disabled children or those identified as having special educational needs. It should also be noted that staff do not require parental consent to use force upon a child.

9.4 DISCIPLINE OUTSIDE THE SCHOOL GATES

Where appropriate, staff may also discipline children outside the school gates (this will include: where a member of staff witnesses non-criminal acts or behaviour; the aforementioned are reported to the school) This will also cover the following circumstances where a child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform or in some other way identifiable as a pupil at the school.
- misbehaving at any time, whether or not the conditions above apply, if it could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

9.5 ACCUSATIONS AGAINST MEMBERS OF STAFF

Any allegations of abuse, against a member of staff, are dealt with extremely seriously (see related documents on safeguarding and child protection). During the process of dealing with an allegation against a member of staff, every effort will be made to maintain confidentiality and guard against unwanted publicity while the allegation is investigated (in accordance with Department of Education guidance).

Suspension will not be used as an automatic response when an allegation has been reported. Any child making a malicious accusation against a member of staff will receive a verbal reprimand from a member of the Senior Leadership Team and have the incident noted on their school record. This includes false or malicious allegations by parents. Any form of bullying towards staff, by parents, guardians or relatives, will be dealt with by the Senior Leadership Team and if necessary action taken to bar the adult from the school site.

10. SUPPORT FOR CHILDREN WITH SIGNIFICANT SOCIAL EMOTIONAL AND BEHAVIOURAL PROBLEMS

All children with SEB problems will have an individual plan. Support may include:

- Behaviour charts/grids
- One session per week in nurture group with Behaviour Support Officer
- Support from Parent Support Advisor
- School Educational Psychologist time
- Referral to CYPS

11. RESOURCES

The school has an allocation of Educational Psychologist time.
Behaviour Support Assistant

12. SUPPORT TO DEVELOP STAFF SKILLS

Staff have received training on behaviour strategies.

Courses for behaviour management may be attended by staff as part of their Professional Development.

13. LUNCHTIMES (Please see Lunchtime Policy)

Training has been given to all staff involved at lunchtimes. Playground and Dinner Hall rules have been put in place and discussed with the whole school. Zones have been set up on the yard for the children to play in and dinner staff are aware of making sure all areas are monitored, in particular the football area. Football contracts must be signed by the children and 'Playground Friends' are selected to support in the dinner hall, help on the yard and set up/tidy up resources on both yards. Dinner staff continue to choose individual children to be on the weekly 'Top Table' and raffle tickets are given to children who are well mannered and display good behaviour. These raffle tickets are then put together for each Key Stage and are entered into the end of term prize draw. The Headteacher, Deputy Headteacher visit the dinner hall to monitor behaviour and have termly meetings with dinner staff to discuss any issues arising.

14 STRATEGIES TO IMPROVE BEHAVIOUR

We are always looking at strategies to improve behaviour in and around the school. These include:-

- Reviewing of Behaviour Policy annually
- Prominent displays of School Expectations
- Golden Rules in place
- Playground Friends system on yard and dinner hall
- Zones set up on yard for children to play in eg Football Zone, Skipping Zone,
- Consideration of ideas for improvement of school environment with input from the School Council
- Providing outdoor play equipment
- Staff more aware of setting up environment for boys in classrooms
- Detention procedures in place
- Traffic Light system used throughout school
- Recognition Board
- Nurture Groups
- Time out classrooms (paired classrooms set up)
- Time out room for children with more challenging behaviour
- Red card system – Each class in KS2, ICT suite and Assembly hall have a red card stuck near the classroom door. If a teacher is experiencing difficulty with behaviour or there is a medical issue and no other adult is present this card will be taken to the next available adult (normally in another class). This will be taken by a responsible child. When another adult sees this card they know that assistance is required immediately.
- Regular meetings with lunchtime staff
- Top Table for lunches once a week
- Assertive Mentoring meetings with children incorporating behaviour
- Ensuring key children are given individual playtime activities

Policy reviewed June 2018.