



## SOUTHWICK CE PRIMARY SCHOOL BEHAVIOUR POLICY

### **Rationale:**

*'Teachers cannot teach effectively and pupils cannot learn effectively in classes disrupted by poor behaviour. One child behaving badly can undermine learning by the whole class... Disruptive or bullying behaviour by even a small minority of pupils can create a school environment in which pupils feel unsafe, undermining effective teaching and learning' (Delivering The Behaviour Challenge – DCSF 2009)*

At Southwick School, we believe that everyone has the right to learn, to be respected and to feel safe. To this end, we actively promote Christian values such as respect, tolerance, compassion, honesty, friendship and forgiveness and a positive attitude so that we all may live our lives to the full, approach new challenges with confidence and make a positive contribution to society. In so doing, we aim to create a stimulating and caring environment where all children, irrespective of race, belief, gender and ability, respect and value each other and take responsibility for their own actions thus creating a calm, orderly environment where children feel safe and secure and are able to learn effectively. It is essential that there is a fair and consistent approach across the school. We take our role as an agency of referral, in order to safeguard children, seriously and follow the LA's guidelines in this regard.

### **Aims:**

Our aim is that all children should behave in a positive way. To achieve this, children should:

- treat other children and adults with respect;
- speak politely to others;
- never hurt anyone (physically or emotionally) intentionally;
- show good learning behaviours;
- be confident and have high self-esteem.

To encourage good behaviour, staff will:

- teach and model the values which we have identified as key for our school community;
- encourage positive relationships based on kindness, empathy and respect;
- plan stimulating and engaging lessons that cater for the needs of individuals;
- celebrate children's efforts and achievements and share success with parents and peers;
- treat all children and adults with respect;
- speak politely to others and avoid using critical/sarcastic language;
- ensure that children understand what we consider to be unacceptable behaviour, why this is unacceptable and what they should have said or done;
- label the behaviour and not the child;
- endeavour to establish the facts about what has happened before making any judgements;
- use the language of choice when children make 'poor' choices and agree a shared understanding of what will happen if.....;
- establish and ensure a shared understanding of class and school rules and the responsibilities we have to one another;
- use the agreed consequences and rewards;
- provide opportunities for children to make amends by encouraging them to take responsibility for their actions;

- use PSE tracking systems to identify children who are encountering problems and plan appropriate intervention;
- set up 'buddy' systems;
- involve parents when necessary through the use of 'Positive Behaviour Plans'.

## **The Golden Rules**

At Southwick we expect everyone to show respect, consideration and support for each other. To achieve these we follow the Golden Rules which form part of the Home-School Agreement. These are:

1. Be gentle, do not hurt anybody
2. Be kind and helpful, do not hurt people's feelings
3. Work hard, don't waste your or other people's time
4. Look after property, don't waste or damage things
5. Listen to people, don't interrupt, ignore or refuse do what adults request
6. Be honest, don't cover up the truth

## **Rewarding and Celebrating Achievement and Good Behaviour.**

Good behaviour and achievement are rewarded in many ways. Examples of these include:

### ***In class***

- thumbs up, smiles and praise
- verbal or written feedback used to celebrate success
- stickers, certificates, notes sent home
- additional group and class rewards negotiated by the class teacher and children e.g. raffle tickets,
- house points etc leading to whole class rewards
- extra privileges in class e.g. giving additional jobs or responsibilities

### ***In school***

- certificates e.g. star pupil awards, achievement awards, celebration certificates, sporting achievements etc;
- displays of learning;
- stickers to reward good learning behaviours;
- headteacher awards.

### ***In the wider community***

- letters home;
- ' newsletters
- school website.

## **Rules and Consequences**

### ***In class***

At the beginning of the school year, class rules, based around the school's Golden Rules, are negotiated and agreed by each class teacher and the children. The class will also agree the consequences to accompany these rules should they be broken. These should provide children with opportunities to make better choices e.g.

**First time** – reminder

**Second time** – warning

**Third time** – think time and completion of 'Think' sheet in another classroom

**Fourth time** - sent to DHT/HT

If three such occasions occur within two weeks, then parents will be informed. If a child continues to make poor choices , as a last resort, the child will receive an internal exclusion.

We will not accept the following behaviour from any member of the school community:

- use of rude or unkind language;
- hitting, kicking, biting or hurting others in any way;
- bullying (see Anti-bullying policy for further definition);
- deliberate disobedience or defiance towards adults;
- discriminatory remarks e.g. racist, sexist etc
- vandalism or damage to school property or the property of others.

Children who break the above rules will be referred immediately to the HT or Deputy HT who will decide on a fitting sanction, which may include a behaviour plan, an internal or a fixed-term exclusion.

All such incidents are recorded and records are kept with the child's PSE tracking sheets and/or in the HT's concerns file.

### ***Playtimes and lunchtimes***

Visual reminders of the behaviour expected in the playground are displayed on windows facing onto the playground.

For minor misdemeanours e.g. misusing equipment, indulging in rough play etc children are reminded of the behaviour expected of them. If the behaviour continues, a yellow card is given and children are asked to go inside to think about what they have done and what they need to change to make playtime happy and safe for everyone. If children continue to engage in further unacceptable behaviour, a 'red slip' is given. As a result of this, children miss the following playtime. If the child earns three red slips, a positive behaviour plan will be put in place.

A red slip will be given with **no** warnings for the following:

- Being involved in systematic bullying
- Being offensive to an adult/ refusing to do as asked after 3 requests
- Physically hurting another child intentionally
- Deliberately vandalizing school property
- Verbal abuse including racist and sexist remarks

Red slips are monitored by the DHT.

### ***Safe Handling***

On rare occasions it may be necessary to remove a pupil from danger or to protect themselves or others. We use the minimum of force and follow the guidelines laid down by the DfE. In particular:

- Creating a calm environment that minimises the risk of incidents arising that might require using force;
- De-escalating incidents if they do arise;
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force;
- Risk assessments and positive handling for individual pupils.

### ***Children with SEN or Social, Emotional and Behavioural Difficulties***

We recognize that there may be children who, due to their specific behavioural needs, may need a more flexible or personalised approach to dealing with their behaviour. Advice will be sought from external agencies and programmes of intervention and support will be used in conjunction with, or as an alternative to, the strategies outlined within this policy.

**The following stages will be implemented when dealing with children with specific behavioural needs:**

1. Concerns will be shared with parents/carers. There will be further discussion with the child and parents and consideration of 'personalised' strategies that could be used to avoid further incidents. Date for review meeting with parents set.
2. If agreed strategies are not working, there will be further consideration of interventions or programmes.
3. A behaviour audit (Goodman's SDQ) will be completed and External support will be sought and agencies informed as appropriate. This might include a single referral to one agency, such as the Behaviour Support Service, using the Specific Agency Referral Form (SARF). Another strategy might be to discuss the case anonymously at a Multi-Agency Forum meeting. A CAF ( Common Assessment Framework)will be written if more than one agency needs to be involved which may lead to a Team Around the Child meeting.

If the child is at risk of exclusion as a result of persistent and disruptive challenging behaviour, a Pastoral Support Programme (PSP) may be put in place.

Options for supporting children who have reached this stage may include:

- temporary part-time timetables as part of reintegration following an exclusion;
- involvement in nurture group/social skills/anger management
- support from an SEBD TA.
- the drawing up of a contract, outlining the behaviours agreed, by the SENCo and a member of the SLT.
- providing alternative provision
- individually adapted reward cards and stickers
- providing responsibilities
- friends/buddies
- opportunities to vent their frustrations.

If the actions above are ineffective and the child continues to disrupt the education of others within the school then the Headteacher will begin a process of:

1. fixed- term exclusion
2. permanent exclusion or a managed move

It is essential when dealing with children with SEBD, to balance the needs and inclusion of the individual child whilst considering the entitlements of the rest of the class. Children should be encouraged to consider and discuss their own feelings and the feelings of others and come up with their own solutions where possible. SEBD children can make great demands on individual members of staff. It is crucial that we maintain our climate of support and understanding both for the child and the members of staff involved with them. If a member of staff needs a break from a particular child, then the teacher should send that child to a member of the SLT indicating the length of break required.

This policy should be read in conjunction with those on:

- equalities, diversity and community cohesion
- anti-bullying
- confidentiality
- child protection,
- Health and Safety
- Physical Restraint
- PSHE&C
- Learning and teaching
- curriculum subjects
- display
- collective worship
- Children with Medical Needs

- Code of Conduct for Safe Practice for Staff and Volunteers
- Code of Conduct for Teaching & Support Staff – HR policy
- E-safety
- Safeguarding
- Volunteer Adults in School
- Whistleblowing
- SEN

As well as our Written Procedures and Home School Agreement and the LA's guidance on Managed Moves.