



BEHAVIOUR POLICY

Approved by:

FGB

Date: September 2020

Last reviewed on:

Next review due by:

September 2021

**SOUTHROP C OF E PRIMARY SCHOOL
BEHAVIOUR POLICY
SEPTEMBER 2020**

1.0 Aims:

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive, caring attitudes towards everyone, where all achievements are acknowledged.
- To encourage increasing independence and self-discipline so that each child learns to choose the best behaviour.
- To have a consistent approach to behaviour throughout the school, with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.
- To help vulnerable pupils — such as those with special educational needs, physical or mental health needs, migrant and refugee pupils and looked-after children — receive behavioural support according to their need.

2.0 Children's responsibilities are:

To be ready, respectful and safe

3.0 Staff responsibilities are:

To be ready, respectful and safe

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To create a safe and pleasant environment, physically and emotionally.
- To use Restorative Practice methods consistently so the children know what is expected of them.
- To be a good role model.

- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual.
- To be aware of additional needs of vulnerable children.
- To be aware of their responsibilities for safeguarding children.

4.0 Parents' responsibilities are:

- To make children aware of appropriate behaviour in all situations.
- To encourage their children to treat others with respect and to take care of property and the environment.
- To encourage independence, turn taking and self-discipline.
- To show an interest in their child's activities in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school's expectations.

5.0 What we do to encourage the right behaviour:

- The children have a clear and simple rule to follow: Ready, Respectful and Safe.
- All members of the school focus on certain behaviours and contribute to the recognition board. Therefore highlighting the positive behaviour.
- We are consistent in our expectations of good behaviours.
- Modelling and rewarding respectful behaviours
- Reinforcing good behaviour through smiling, complimenting and verbal feedback to the children and their parents/guardians
- Star of the day/week
- Recognition board – will reward children who have met the weekly behaviour and have gone ‘above and beyond’
- Wings – will reward children who have taken a risk, to do anything that is a challenge to them.
- House points – for maximum effort in learning and behaviour.
- Invitation to Co – Head Teachers’ lunch.
- Children are expected to take responsibility for their own actions and behaviour but are guided when they have chosen the wrong behaviour.
- We share and celebrate good behaviour publicly and frequently, particularly looking for those that go above and beyond.
- The children will be able to succeed but will also be challenged in the work they are assigned
- We will recognise and support those children who need additional nurture.
- Positive feedback to children and parents

6.0 What we do if a child chooses the wrong behaviour:

- We follow Restorative Practice.
- We stay calm.
- We follow step by step interventions to remind the children of the correct behaviour.
- We will use prompting scripts for 30 second intervention and Restorative 3 or Restorative 4.
- Staff who have been affected by a pupil's behaviour takes responsibility for follow through with Restorative Practice.
- We encourage children to take responsibility for their own behaviour and to resolve disagreements themselves.
- As part of a restorative meeting staff will agree with the child/children 'What needs to happen to make things ok'.
- Where this behaviour is persistent parents will be contacted.
- Involvement of Co- Head teachers.

7.0 Equalities

- 7.1 This policy has been written to take into account the needs of all regardless of age, disability, race, religion, belief and gender.

8.0 PLAN FOR BEHAVIOUR MANAGEMENT

8.1 STAGE 1 - MINOR MISDEMEANOURS:

Wandering about, calling out, interrupting the teacher when talking to the whole class, interrupting other pupils, ignoring minor instructions, talking with other pupils, silly noises, pushing in line.

Interventions: Minimal

- Eye contact.
- Proximity
- Reminders
- Change of seating
- Giving them take up time and assuring them that you will be following it up.

8.2 STAGE 2 - LESS SERIOUS MISBEHAVIOUR:

Not responding to teacher's requests to work. Being more disruptive, deliberately causing a disturbance. General refusal to do anything. Accidental damage through carelessness. Cheek, off-hand comments. Minor challenge to authority. Annoying other children.

Interventions:

- 30 second intervention.
- Restorative 4 and Restorative 3.
- Possible informal contact with parents.
- Possible separation from the rest of the class/group.
- Time out of class as appropriate to calm down.

8.3 STAGE 3 - MORE SERIOUS MISBEHAVIOUR:

Swearing. Harming someone through reckless behaviour. Damage to school/pupil's property. Leaving class without permission. Repeated refusal to do set tasks. Continued or more serious cheek/challenge to authority. Harmful / offensive name calling. Bullying.

Interventions:

- Restorative meeting.
- Restorative 4 and Restorative 3.
- Possible separation from the rest of the class/group.
- Time out of class as appropriate to calm down.
- Formal contact with parents by the Co-Head teacher in consultation with the class teacher.

8.4 STAGE 4 - VERY SERIOUS MISBEHAVIOUR:

Repeatedly leaving classroom without permission. Fighting and intentional physical harm to other children. Throwing large dangerous objects. Serious challenge to authority. Verbal abuse to any staff. Vandalism. Stealing. Persistent bullying.

Interventions:

- Co-Head teacher to contact parents that day.
- Restorative meeting with all involved and parents, where appropriate.
- Co-Head teacher's report to be entered in 'Incidents of Concern' book with copy in pupil's file.
- All incidents are tracked.
- Discuss inclusion on SEN register, possible referral to Educational Psychologist.

8.5 STAGE 5 - EXTREMELY SERIOUS:

Extreme danger or violence. Very serious challenge to authority. Verbal/physical abuse to any staff. Running out of school.

Interventions:

Action to be taken by Co- Head teacher.

- Inform Chair of Governors.
- Formally notify parents of the incident
- Initiate procedures for fixed term exclusion.

9.0 Values.

9.1 Our twelve school values underpin the life of the whole school community. Those particularly pertinent to behaviour are:

Courage: Doing the "right thing" which means owning up to unacceptable behaviour or informing adults when you have seen someone doing something that they shouldn't.

Forgiveness: Staff will forgive rules being broken when someone is genuinely sorry for doing this. Children are encouraged to forgive others who have hurt them as a way of reconciliation.

Justice: The rules of the school are fair and will be fairly applied. In this way everyone can see that justice is done.

Compassion: In disputes we try to make sure that all concerned can see each other's the viewpoints. Reconciliation requires compassion for victims and sometimes for perpetrators.

Respect: The school rules are based on respect for pupils, staff visitors, the school environment and everyone's property.

Responsibility: Pupils are expected to take responsibility for their actions.

10.0 Monitoring and review

10.1 This policy is monitored by the Governing Body and will be reviewed every year.

APPENDIX 1

30 second intervention

You own your own behaviour.

Your poor behaviour does not deserve my time.

You are better than the behaviour you are showing today.

Do you remember yesterday when you...

That is the person I know.

That is the _____ I need to see today.

Thank you for listening.

(Document any secondary behaviours and address later.)

APPENDIX 2

Restorative 4 for Swans

What happened?

How did this make people feel?

What have you thought since?

What can we do to make things different in the future?

Restorative 3 for Cygnets

What happened?

How did this make people feel?

What should we do to make it right?

APPENDIX 3

Restorative meeting

To ensure the children are aware of the right and wrong behaviours they will, where necessary, attend restorative meetings.

Each child should be given the opportunity to explain:

1. what the other(s) has/have done to upset them
2. what were they thinking
3. how they are feeling
4. who else might be affected
5. what needs to happen to make things ok.