



Saxilby Church of England School

Saxilby C of E Primary

Behaviour Policy

(September 2017)

This policy is underpinned by the Christian ethos and values of the school. At Saxilby Church of England Primary School we seek to support every individual to achieve their best and recognise that each one of us has our own talents which should be nurtured. The Christian values of courage, peace, compassion, forgiveness, friendship and trust are vibrant strands woven within the very fabric of this school's culture.

1. Aims

- To ensure that all pupils show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons. They are encouraged to have excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption.
- To develop a positive learning environment where children can flourish and all children have their 'Time to Shine.'
- To enable children to be proud of their school
- To create a safe and caring environment
- To teach children to respect each other and their school
- To reward children for making the right choices
- To provide a warm and nurturing environment where this policy is applied in a firm but consistent way

Foundation Stage

The school behaviour policy is applicable to all children including the youngest children in the Early Years Foundation Stage classes. However important consideration is given to the fact that young children go through stages of social, emotional and behavioural development and that they need the patient guidance of adults to move through these stages. Just as children need to learn to read and write at school, they also need to learn how they are expected to behave appropriately. The children are introduced to the school's Golden Rules when they start school and discussions between staff and children take place daily to help children to understand how to care for others and the environment and to learn how to express their feelings appropriately.

Incidents of inconsiderate behaviour are dealt with in a calm and reassuring manner, helping the child to think about what has happened and the consequences of their actions. Where it is considered that a sanction is necessary, the child will be given 'time-out' in another area of the classroom and an egg timer for 1, 3 or 5 minutes will be used to help the child to understand the amount of time that they must sit quietly to think about what has happened. Staff will always be close by during this period of 'thinking time'. Young children are just learning how to deal with their feelings in an appropriate way and sometimes other events, such as the death of a pet or a parent working away from home, can affect their behaviour. For this reason staff will discuss incidents of inconsiderate behaviour with parents to gain a better understanding of why a child may be behaving in a certain way and to work together to support the child.

2. Rewards

2.1 We have 4 key areas that drive the behaviour policy and so every child can achieve 'Saxilby Standard'.

These areas are:

- Achievement
- Attitude
- Participation
- Presentation

2.2 Each class will have a Time to Shine display board.

On a 4 weekly programme class teachers will nominate children from their class to receive a shining star certificate in the SHINE assembly. It is our aim that each year every child gets a chance to shine. Parents will be notified of the assembly and be invited along.

Every child will have their name on name label. All children begin the day on Earth. For extra effort, kind, helpful and hardworking behaviour children will be moved onto the 'Moon' then 'Venus'. For outstanding effort and behaviour children's names will go on 'the Sun'. When a child moves up a planet they also receive a token for their team in the Team Point tubes. Moving to the moon = 1 token, moving straight to Venus = 2 tokens and moving straight to the sun = 3 tokens. When a child is placed on the Sun they will receive a sticker saying 'Ask me why I'm a shining star!' When children are on the Sun they can add a star to their personal star chart. When a child will receive 6 stars, they will receive a golden ticket. A child's name will be added to the Golden Ticket and pinned on the notice board in the classroom.

When they have collected 6 stars they will receive a golden ticket which they can 'trade in' for a treat. These treats (chosen by the School Council) can include:

- Have cakes with the headteacher
- Help a teacher
- Teach part of a lesson
- Watch a movie with popcorn
- Craft session
- Baking
- Extra playtime with friends
- Time on the Wii
- Play musical instruments

These treats are rewarded at the ends of every short term when the SHARE assembly is held.

The headteacher will also reward good work with a headteacher's award sticker. These will be done at the end of every short term.

For whole class or group awards the children will receive a SHINE assembly certificate. This might be for sports participation or for children's behaviour on a school trip.

The headteacher can award 'gold stars'. These are awarded each week and count as 10 team points. Staff can nominate children for these stars.

On a weekly basis some children will have 'Golden Time'. 'Golden Time' will take place in class time. The teachers in that phase will organise activities for the 'Golden Time' session. Children can lose golden time if their name appears on the Golden Time clock. Each time this happens they will lose 2 minutes and will

forfeit the privilege of choosing how to spend their golden time. This loss of time is recorded on the 'golden time clocks' by writing the child's initials on a clock for each loss of 2 minutes. Children may 're-earn' their golden time by demonstrating outstanding behaviour or outstanding effort.

If a child breaks a golden rule they will be moved onto Mars as a warning. If they continue to break the golden rules in any way they will move onto Neptune and the name, incident and action taken will be recorded on a red form. (See section 2.4 for what happens to a child who has had 3 entries on a red form.)

In some cases children may receive a verbal warning but go straight onto Neptune. This will happen if the incident is a deliberate violent act either towards another person or a piece of property. At this point a class exclusion may be used.

In the case of children with special educational needs, it may be felt that a more immediate reward/sanctions system is appropriate and this will be at the discretion of the teacher as part of their provision. If a child is having immediate time out or loss of play time this will also be recorded on the 'golden time clocks' and that child will still get last choice for golden time.

2.3 Practice and procedures:

The table below sets out the golden rules, the types of incidents which would incur sanctions and the procedures.

Golden Rule	Child's inappropriate choice	Action
Be Kind	<p>Pushing, kicking, fighting, hurting etc</p> <p>Serious examples of above, causing injuries or biting.</p> <p>Spiteful behaviour, including name-calling, making fun of another child etc</p> <p>Racial or disability discrimination or proven bullying</p>	<p>Incident logged on a red form. Name on Neptune. At the teacher's discretion this could result in immediate loss of 10 mins play time, loss of play time, quiet time in classroom, children to complete jobs for teachers e.g. sharpening pencils.</p> <p>Neptune immediately. Red form to go straight to the headteacher and parents will be informed.</p> <p>Name on Mars. Incident logged on the red form if on Neptune. Class circle time called to discuss kind behaviour, at the discretion of the teacher.</p> <p>Neptune immediately. Red form straight to HT, parents to be called in to speak with the CT and HT. Incident formally logged with HT.</p>
Do your best	<p>Lack of respect for own or another's work; poor work ethic/off-task behaviour.</p> <p>Time-wasting in the line or toilets</p>	<p>Follow Mars/Neptune system. If Neptune, incident logged on red form. Child asked to re-do work at another time i.e. play time or after incident has calmed down.</p> <p>The child should apologise to the teacher and the rest of the class for wasting their time and sit separately.</p>
Keep Safe	<p>Deliberate damage to classroom items, e.g. scribbling, drawing on table, rough and inappropriate use of toys and equipment</p> <p>Serious deliberate damage of property e.g. playground equipment, toilets, particularly where there is cost incurred</p>	<p>Following the planet system. If Neptune incident logged on the red form. Children immediately asked to clean property in the case of drawing on items. Children asked to apologise to other children for damaging resources/spoiling games/activities. Time out for 5 minutes at the discretion of the teacher.</p> <p>In the case of serious deliberate damage red form straight to HT and parent called in to discuss replacing property if necessary.</p>
Be Polite	<p>Poor listening skills, e.g. chattering, wriggling on carpet, moving places without permission, low-level disturbance to assembly or lesson, failure to attend to another adult or child who is speaking by talking over them, needing to be instructed more than TWICE, etc</p> <p>Deliberate defiance of an adult's instruction</p>	<p>Children given firm, consistent warnings to stop. 1 warning: Mars. If behaviour continues 1 warning: Neptune. If it continues the child may be moved or sent out of the class. It may be appropriate at a later date to call a class circle time to discuss this behaviour and how it affects other children. The child may be asked to apologise to the teacher and the other children. Disruptive behaviour will result in a child being moved and the behaviour will be ignored as much as possible.</p> <p>Incident logged on the red form. Children to take time out until they do as they have been asked. Children then to catch up with other work during play time. This is at the discretion of the teacher, loss of golden time may be deemed appropriate.</p>
Respect everyone	<p>Telling lies at any time</p> <p>Repeated lies/ lying in connection with serious incident</p>	<p>Children should be expected to apologise if deemed appropriate by the member of staff involved. The name will go onto Mars and may lose 5 minutes of a play time, again this is at the discretion of the teacher.</p> <p>Red form sent to HT, parents called in to discuss the seriousness of the behaviour.</p>

In most cases if a child's name is on Neptune they will have a loss of golden time which will be recorded on the class chart. In the case of children with special educational needs this is at the discretion of the teacher

and they may require something additional for example for rewards and sanctions to be immediate. Where possible, this should also be recorded on the class golden time chart to show where children may have lost play time or had time out.

If a child appears on a red form 3 times or in the case of serious incidents outlined above the red form must be sent to the headteacher. Please note this must be the form and not the child, the head teacher and SENCo are then responsible for monitoring and following up.

If a child appears on the red form 3 times in a week a meeting will be called with the head teacher, the parent, the SENCO and family support worker where appropriate to discuss the need for a behaviour plan or further support.

2.4 The Headteacher discusses the golden rules with the children during Assemblies. In this way, every child in the school knows the standard of behaviour that we expect in our school.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. All proven incidents of bullying are recorded and reported to governors.

3. Lunchtimes/Playtimes

3.1 Children will receive a lunchtime award for demonstrating good eating habits e.g. eating all their lunch, trying new food. Children may also receive a good behaviour sticker for lunchtime or playtime.

3.2 During lunchtime, a sports activity group will run. Children will receive an award for great contributions during these sessions.

3.3 Playleaders make a great contribution to the lunchtime provision for FS/KS1 pupils. These playleaders will be identified with a badge and will receive an end of year recognition.

3.4 If a child breaks the Golden Rules at play or lunch then initially a verbal warning will be given.

3.5 If a child continues to disrupt lunch then children will seat in the Time Out area. This will then be logged in a playtime/lunchtime book that is recorded as classes. If a child has to be put in the Time Out area then SMSAs may exclude that child from an activity for the rest of the play or lunchtime. This needs to be recorded in the play/lunch book.

3.6 If the child is in the Time Out Area more than 3 times in a week then the procedure regarding the 'red form' is started. (See paragraph 2.5 above) A red form will be started and kept by the class teacher.

3.7 The headteacher may use a lunchtime exclusion if this is deemed necessary.

4 Physical Interventions and the Use of Force

4.1 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. The actions that we take are in line with government guidelines on the use of reasonable force to prevent a child from:

Committing a criminal offence

Injuring themselves or others

Damaging property

Acting in a way that is counter to maintaining good order and discipline at the school.

Before intervening physically, a teacher should, wherever possible, tell the pupil who is misbehaving to stop, and what will happen if he/she does not. A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of frustration or anger, or to punish the pupil.

All teaching staff are trained in Team Teach and will work towards diffusing situations before resorting to physical restraint. If a child has to be restrained all staff involved will complete a positive handling form to log the incident on the same school day and this will be submitted to the headteacher by the end of that day.

If an incident escalates to such a degree that the staff involved require support they will send either another adult or a responsible pupil to the office with their badge. This will signify that they need help in dealing with the situation.

4.2 Physical intervention can take several forms. It might involve staff

Physically interposing between 2 pupils

Blocking a pupil's path

Holding

Guiding a pupil

Leading a pupil

4.3 When a child has had to be forcibly removed from a situation a record of the incident is kept in school giving the following details:

- The name of the pupils(s) involved
- When and where the incident took place
- Why force was deemed to be necessary
- Details of the incident, including all steps taken to diffuse the situation
- The nature of the force used
- The pupil's response
- The outcome of the incident
- A description of any injuries suffered by the pupil or others and/or any damage to property during the incident.

This is in accordance with guidelines set out by the DFE.

A Positive Handling Form that covers all these aspects can be obtained from the Behaviour File.

5 **The role of the class teacher**

5.1 It is the responsibility of the class teacher to ensure that the golden rules are enforced in their class, and that their class behaves in a responsible manner during lesson time and when children are moving around the school.

5.2 The class teachers and teaching assistants in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

5.3 The class teachers and teaching assistants treat each child fairly and enforce the "golden rules" consistently. The teachers and teaching assistants treat all children with respect and understanding.

If a child misbehaves repeatedly in class, the procedures outlined in 2.4 should be followed.

5.4 In the case of children with emotional and/or behaviour difficulties, the class teacher liaises with the SENCO who will involve external agencies where appropriate, and parents, to support and guide the progress of each child using behavioural targets on an IEP or behaviour plan. The SENCO may, for example, discuss the needs of a child with the Educational Psychologist, EBSS or Autism Outreach.

This may also involve use of an individual rewards/sanctions system that is deemed appropriate for the

child's individual needs.

5.5 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. The family support worker may also become involved if support is needed in the home.

5.6 If there is no improvement in the pupil's behaviour and exclusions become likely, the HT will work with the SENCO and family support worker if appropriate. Other professionals may become involved to put in place a plan of action to support the child and the family in making sufficient improvements to the child's behaviour to ensure they have the opportunity to successfully access the curriculum without disruption to the learning of others.

6. The Role of SENCo

6.1 The SENCo will keep all staff informed of SEN issues. A briefing for lunchtime staff will be held once a week to inform staff of any children with issues.

6.2 The SENCo will check the red forms in the leadership office on a daily basis and take action where this is needed.

6.3 The SENCo will work to ensure all children can follow the Golden Rules.

6.4 The SENCo will ensure that the Lunchtime Club is addressing children's needs and that staff are working with children to support them in improving their behaviour.

7. The role of Playtime Supervisors/Lunchtime staff

7.1 It is the role of the lunchtime staff to ensure that the rules are being followed at play or lunchtime.

7.2 All playtime supervisors should have high expectations of pupil behaviour

7.3 Playtime supervisors and lunchtime staff treat each child fairly and enforce the expectations consistently. The teachers and teaching assistants treat all children with respect and understanding. Shouting at children will not be tolerated.

7.4 If a child does not follow the golden rules then all playtime supervisors and lunchtime staff should follow the procedure set out in Section 3.

8 The role of the Headteacher

8.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

8.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

8.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. When there are repeated or very serious acts of anti-social behaviour, the Headteacher may exclude a child for a fixed term or permanently.

9 The role of parents

9.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

9.2 A copy of the Behaviour Policy is available to parents and made reference to in the Home-School Agreement.

9.3 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

9.4 If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher or Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

10 The role of governors

10.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

10.2 The Headteacher have the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. Headteacher must take this into account when making decisions about matters of behaviour.

10.3 Persistent and negative behavioural trends and issues should be brought to the attention of the Chair of Governors.

11 Fixed-term and permanent exclusions

11.1 Only the Headteacher have the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. If a fixed term exclusion of 5 days or more is deemed necessary it is the responsibility of the head teacher to arrange for the child to be educated off site until the child returns to school. The Headteacher, may also exclude a pupil permanently. It is also possible for the Headteacher, to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

11.2 If the Headteacher exclude a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

11.3 The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

11.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

11.5 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

11.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

11.7 If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

12 Monitoring

12.1 The Leadership Team monitors the effectiveness of this policy on a regular basis. All behaviour folders will be monitored monthly. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

12.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents on the red forms. The Headteacher record those incidents where there has been a serious breach of the behaviour policy. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident to the classteacher and where

appropriate record incidents in the accident book.

12.3 The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

12.4 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

13 **Review**

The governing body reviews this policy as necessary. This may be when the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. It will usually be reviewed by staff every two years.

Associated Policies:

Anti-Bullying Policy

Safeguarding/Child Protection

Special Educational Needs

Equal Opportunities/Equality and Diversity

Complaints Policy

Policy Review

The policy was reviewed: September 2017

Next review: September 2019