

Saxton Church of England Primary School

Behaviour Policy

Rationale

All teachers have the right to teach and all children have the right to learn in a classroom free from disruptive behaviour. Such a classroom should reflect the high standards of behavioural expectations of the teacher where pupils will consistently follow established rules and directions that clearly define the limits of acceptable and unacceptable pupil behaviour.

Good behaviour and discipline are essential to successful teaching and learning, and to ensure that children grow to understand the difference between right and wrong and appreciate the consequences of their behaviour and actions. It is essential that we expect high standards of behaviour at all times; lessons, breaktimes, lunchtimes and when moving around our school and also in church.

Parents are partners in the establishment of good behaviour and discipline and teachers have the right to ask for the assistance of parents when support is needed in handling the behaviour of pupils.

Teacher's management of behaviour should enhance the self-esteem of pupils through an emphasis on praise and reward.

Aims

- 1) All pupils will be able to learn in a safe, purposeful and happy environment where they are valued as individuals and their self-esteem is preserved and enhanced.
- 2) All pupils will be taught how to behave appropriately as well as being given an understanding of acceptable and unacceptable behaviour in school according to school rules.
- 3) Expected behaviour will be promoted using Growth Mindset and helping pupils make good choices.
- 4) Pupils will demonstrate a respect for others and their property and a proper regard for authority.
- 5) Pupils will understand that it is their personal responsibility to behave well and to support the resolution of conflict.
- 6) School will be consistent, fair and sensitive in its treatment of pupils.
- 7) School will develop links with parents in order that they will be constructively involved in the interpretation of this policy.

Rules

- 1) Follow all adult's instructions.
- 2) No put downs.
- 3) Respect property and people.
- 4) Be kind and fair

Objectives

1. To place a strong emphasis on praise and reward where staff will not look for negative behaviour, instead take every opportunity to recognise pupils' appropriate behaviour.
2. Pupils will be taught the expectations of the school, and every adult in school should act as models and examples of acceptable school behaviour.
3. To tackle all cases of bullying through the schools anti- bullying policy.
4. To deal quickly and consistently with incidents of abusive language, persistent disobedience, or violence, and all incidents reported to the headteacher.
5. To make consistent use of appropriate assertive language when dealing with incidents of inappropriate behaviour (eg talking to the child about the choice they have made).

6. Consequences / punishments will not be degrading or humiliating.
 7. P.S.H.E. work will include issues relating to feelings and personal problems and will encourage pupils to empathise with the situation of others.
 8. Pupils will be given the opportunity to reflect upon their behaviour and understand that it is their choice to behave well or inappropriately.
 9. To have in place an effective S.E.N. policy which makes provision for pupils with emotional and behavioural difficulties (pupils who have statements or EHCPs for behavioural SEN are not dis-applied from this policy but their own IPMs should be followed).
 10. Parents will be informed as to the expectations of behaviour and involved in the reinforcement of the high expectations of the school.
 11. Positive consequences for acceptable behaviour will always include praise and reward.
 12. Negative consequences will be agreed by staff in advance and will include a scale of consequences for severe behaviours as well as persistently unacceptable and dangerous behaviour.
 13. Pupils will be made aware that acceptable / unacceptable behaviour and consequences will apply at all times, including playtimes and the lunch hour, in the classrooms, hall, corridors, toilets, cloakrooms and playground.
 14. All members of staff, including supply teachers, M.S.A.s, T.A.s and students will implement this policy.
- Please also refer to school Anti-bullying policy, Teaching & Learning policy, and S.E.N. policy.

Praise

The strong emphasis placed on praise and reward in school will be applied at all times by all members of staff and adults in school.

Each class will have a system which recognises exceptional behaviour of the class, group or individual and rewards the child or group for behaviour which is over and above the expected norm.

Stamps and stickers may be used as an instant reward system.

Staff will keep a record of awards including house points.

Restorative Practice

We believe in the philosophy of restorative practice. This helps to develop community and to manage conflict and tensions by repairing harm and building relationships. It aims to ensure fairness and develop empathy, and has three principles:

- Engagement - involving all participants in the process
- Explanation - shared understanding
- Expectation Clarity - clear vision for the future

When dealing with incidents, staff may use restorative questions to arrive at a fair conclusion, which will generally include the sanctions listed below. If children require time out, they may be asked to answer the restorative questions in written form. A sheet to help structure this can be found in Appendix 1.

Sanctions

EYFS and Key Stage 1 (Willow)

Sanctions used will be age-appropriate and will take into account the developmental needs of the child. Therefore, Willow Class will have a chart-based system that allows for an instant response for rewards and sanctions. These are applied consistently with all children. Parents will be informed swiftly if their child persistently receives sanctions.

Key Stage 2 (Sycamore and Maple)

1. First time a pupil breaks a rule – verbal warning, reminding them that they have broken a rule.
2. Second time a child breaks a rule – yellow card and 5 minutes time out
3. Third time a child breaks a rule – red card and miss a playtime
4. Fourth time a child breaks a rule - sent to Head teacher, who will contact parents

Midday Supervisory Assistants – all the staff will support MSAs in managing behaviour. An MSA may remind the child of expected behaviour. If they have to speak to them a second time they will be given a warning and brought in to the headteacher or class teacher. Every warning should be reported to the class teacher for recording.

Severe Behaviours

Children who demonstrate the following severe behaviour will usually be sent to Head teacher immediately and parents may be informed of the incident:

- Violent behaviour towards another child or adult.
- Using foul or abusive language.
- Persistent disobedience including refusing to carry out an instruction given by a teacher or any adult working in school.
- Vandalism.

The response taken will be age-appropriate and the context of the incident will always be considered carefully. A pupil may be excluded from school for any of these behaviours at the discretion of the headteacher. Exclusions will follow our exclusion policy and guidance.

Physical restraint (RPI)

In extraordinary circumstances, it may be necessary to physically restrain a child to ensure the protection of themselves or others. Reasonable force may be used to prevent a pupil committing an offence, causing personal injury or damage to property, or in the interests of maintaining good order and discipline. The degree of force used will be the minimum to achieve these aims. All staff have been trained on the use of appropriate physical restraint and only these techniques will be used. Any physical intervention incidents will be recorded and reported to governors.

Social media and electronic communication

The school encourages the use of praise via email to parents. This should be done using the agreed communications protocol (Teachers2Parents) and not through personal email addresses. Staff should not use social media to communicate with parents or pupils. Staff must not form relationships with pupils or parents using social media or accept them as a 'friend'.

Appendix 1



What were you thinking about at the time?



What have your thoughts been since?



Who has been affected by what happened?



In what way have they been affected?



What has been the most difficult thing for you?



What do you think you need to do to make things right?



