



Saxton Church of England Primary School

Behaviour Policy



Rationale

At Saxton good behaviour and self-discipline are essentials 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 the highest standards of behaviour at all times; lessons, breaktimes, lunchtimes and when moving around our school. We expect our pupils to show respect towards everybody at all times. We will not tolerate bullying and constantly instil in our pupils' positive attitude towards others in line with our school Christian values, so that they understand and demonstrate tolerance, acceptance and love for one another. Together, we promote positive behaviour in our pupils and create an environment in which this can flourish. The aim of this policy is to ensure that our school has a positive atmosphere, where each member of the community feels valued and in which there is a joint approach and shared responsibility between the parent, pupils, governors and the school.

We believe that emphasising positive behaviour in school will marginalise poor behaviour. A well-managed environment will encourage children to fulfil our Christian values in their own behaviour.

Principles

As required by law, the Governing Body has drawn up, in consultation with the school community and pupils, the following principles, around which our Positive Behaviour Policy has been designed. The Statement of Principles is available via the school website. The key principles are listed below:

- Every child has the right to learn but no child has the right to disrupt the learning of others. Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- Saxton CE Primary School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- It is expected that all adults – staff, volunteers and Governors – will set excellent examples to the children at all times.
- We seek to give every child a sense of personal responsibility for his/her own actions.
- All aspects of behaviour management at the school will be handled positively.
- The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force.
- The Behaviour Policy guidelines will be applied consistently and fairly.
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour.

- The school's Behaviour Policy will clearly reflect the school's approach to exclusions. The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- Where a child is likely to cause harm to themselves or others within the school community, the Governing Body endorses the use of appropriate reasonable force by appropriately trained staff, in accordance with NYCC guidelines.
- Where there are concerns that a pupil may be carrying items which may cause harm to themselves or others, the Governing Body endorses the right of staff to search pupils in line with policy guidance.
- When pupils are out of school and are involved in any incidents through which they are publicly identified as members of the school community, the Governing Body endorses the right of the school to respond to those behaviour issues in line with the school behaviour policy.
- All aspects of behaviour management at the school will be handled positively
- All school policies pertaining to behaviour will be clear, publicly available, and with guidelines that are applied consistently and fairly
- Where a child is likely to cause harm to themselves or others within the school community, then the Governing Body endorses the use of appropriate reasonable force by appropriately trained staff, in accordance with NYCC guidance
- Where there are concerns that a pupil may be carrying items which may cause harm to themselves or others, the Governing Body endorses the right of staff to search pupils in line with policy guidance

Aims

- ✓ 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.
- ✓ 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.
- ✓ To help our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- ✓ Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour and make good choices.
- ✓ A consistent, fair and sensitive approach to behaviour throughout the school with parental cooperation and involvement.
- ✓ Encourage our pupils to co-operate with one another and with the adults in school.

Rules

We have three simple rules that everyone in school is always aware of and encouraged to follow. They are:

Always be
Kind, Fair & Safe.

Objectives

- ✓ To place a strong emphasis on praise and reward. Staff will not look for negative behaviour, instead take every opportunity to recognise pupils' appropriate and good behaviour.
- ✓ Pupils will be taught the expectations of the school, and every adult in school should act as role models and examples of acceptable school behaviour.
- ✓ To get pupils to manage their own behaviour effectively
- ✓ To tackle all cases of bullying purposefully through implementation of the school's anti-bullying policy.
- ✓ To deal quickly and consistently with incidents of any negative behaviour, including abusive language, persistent disobedience, or violence, and all incidents where consequences have been given out are recorded and reported to the school office.
- ✓ To make consistent use of appropriate assertive language when dealing with incidents of inappropriate behaviour (e.g. the language of choice).
- ✓ Consequences will not be degrading or humiliating.
- ✓ PSHE work will include issues relating to feelings and personal problems and will encourage pupils to empathise with the situation of others.
- ✓ Pupils will be given the opportunity to reflect upon their behaviour and understand that it is their choice to behave well or inappropriately.
- ✓ To have in place an effective SEND policy which makes provision for pupils with emotional and behavioural needs.
- ✓ Parents will be informed as to the expectations of behaviour and involved in the reinforcement of the high expectations of the school.
- ✓ 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.
- ✓ 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.
- ✓ All members of staff, including supply teachers, MSAs, TAs and students will implement this policy.

Rewards and Praise

A strong emphasis is placed on praise and reward in our school and this will be applied by all members of staff and adults at all times. Celebration assemblies will support and emphasise our ethos of recognising outstanding behaviour and children who have been displaying behaviour related to our 5 Christian Values.

There are many reward systems in school that are there to encourage and promote positive behaviour. They are the following.

Verbal praise – This should be often and deserved.

Stickers, Stamps, Smiley faces – these are mainly used in books and planners.

Star of the Day/Rainbow Wall – In Willow (KS1 and EYFS) each day a child is selected to be the star of the day – chosen by the teaching staff and sometimes by the other children in class. They are given a star sticker and are allowed to use the “star cushion” to sit on.

The rainbow wall is used to promote consistently good behaviour and to help a child whose behaviour has not met expectations to turn their behaviour around. Children start each day on green/sunshine – they can move up to purple/rainbow and even gold/pot of gold. However they can move down to amber/cloud and red/stormy. Only the teacher and the individual child can move their own name. A change in behaviour and attitude will result in the child moving back up the rainbow immediately and praise will be given for making the right choices.

House points - When a child receives a house point this is in the form of a raffle ticket. The child then writes their name or initials on the back and it is placed into a coloured tub that matches their house. At the end of the week all the house points across school are counted up and announced during celebration assembly. During the celebration the staff draw a house point (Raffle ticket) from each class and the lucky children get to sit on a special chair during assembly and record the winners of other certificates.

Headteacher’s treat board – This reward system is used when staff wish to reward the children with something a little more than a house point. At this point the adult can write the name of the child on the public board and that at some point in that week they will receive a treat from the headteacher, for example a hot chocolate.

Notes, text messages and phone calls to parents – these are normally written in planners as part of our daily communication with parents. However, sometimes it is nice to praise the child with a phone call or text message letting the parents know about how great they have been.

Rainbow Awards – These are special awards that are given out during celebration assembly when a pupil has usually done something outstanding. As well as receiving a special certificate their photograph goes on the Rainbow award display in the hall for the whole school to see.

Values Awards – These certificates are given to children who have been living out one of our Christian values. Our Values are Respect, Community, Compassion, Courage and Creativity.

Negative behaviour

All consequences/sanctions used will be age-appropriate and will take into account the developmental needs of the child. Consequences will be short and wherever possible immediate. Examples of sanctions include: being spoken to by a member of staff, time out of the classroom, time taken away from breaks, a visit to the headteacher's office, a behaviour monitoring sheet and phone call or meeting with parents. It is important that any sanctions do not cause any humiliation to a pupil and should always be done in private where possible. Parents will be informed immediately should their child receive frequent sanction. Instances of behaviour will be recorded on scholarpack. Incidents relating to safeguarding concerns will also be logged in the safeguarding file. Behaviour records will be monitored regularly by the headteacher and emerging issues discussed with children and parents.

Severe Behaviours

Children who demonstrate the following severe behaviours will usually be taken to the Headteacher immediately and parents will be informed of the incident:

- Violent behaviour.
- Abusive language.
- Persistent disobedience.
- Vandalism

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.

Advice for Staff:

Children have to learn positive behaviour and as in all aspects of life they sometimes must learn from their mistakes.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will lead to poor choices and behaviour.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

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'.

This policy to be reviewed annually.

B Garland-Collins

Due to be renewed Oct 2019

