

SPRINGDALE PRIMARY SCHOOL



**Behaviour Policy
2020 – 2021**

Policy agreed by staff : October 2020

Policy agreed by governors: November 2020

Policy to be reviewed: Autumn Term 2021

SPRINGDALE PRIMARY SCHOOL STATEMENT OF POLICY FOR BEHAVIOUR AND DISCIPLINE

OUR MISSION STATEMENT:

At Springdale Primary School we aim to provide a secure and stimulating environment which will enable our children to achieve their full potential and encourage them to develop skills for life in the 21st Century.

Rationale and statement on the importance of positive behaviour and attitudes: At Springdale Primary School we believe that, and we aim to:

- Provide a safe, calm environment in which all pupils can achieve their very best.
- Raise the children's self esteem and help them to have confidence in themselves
- Recognise that every child is an individual with their own needs.
- Help children to become aware of the needs of others.
- Promote respectful and thoughtful behaviour between all members of the school community.
- Promote independent self-discipline in our pupils and encourage them to accept responsibility for their own behaviour.
- Teach the children skills and attitudes needed to achieve and maintain positive behaviour.
- Develop an understanding of the important role everyone has to play in the smooth running of the school.
- Involve parents in the good behaviour of their children and encourage them to support us.
- Positively involve pupils, staff and parents in a common purpose and direction.

The School's approach:

In the belief that our school should be a happy, secure place for all, we pursue a positive approach to good behaviour, encouraging children to conduct themselves in a responsible, self-disciplined manner and to care about the needs and rights of others. It is our belief that parents, children and staff are all involved in this home/school partnership.

School and Class Values:

At the beginning of the school year, ALL classes negotiate a Class Agreement . The children, with the help of their teacher decide on positive ground rules that they believe will make for a happy, hardworking classroom.

These rules are then displayed in the classroom as a reminder and children are expected to abide by them.

There is a general set of school values for the whole school community.

Have high expectations of myself

Have respect and consideration for others

Have pride in my work and do my very best

Help to keep myself and others healthy and safe

RESPONSIBILITIES:

Governors responsibilities:

The legal responsibility for the discipline of the school lies with the governors, who have delegated the day to day management to the headteacher.

Staff Responsibilities:

ALL STAFF share the day-to-day responsibility for the discipline of all children in school, this includes the Headteacher, Deputy Headteacher, Assistant Headteacher, class teachers, LRB staff, teaching assistants and lunchtime supervisors.

This includes first thing in the morning (coming into school sensibly, movement around school (going out to and coming in from playtime or lunchtime) and other times when children are not directly supervised by a class teacher. Teaching staff and teaching assistants take it in turns to supervise the playground during morning playtime.

Class teachers have a responsibility directly to the children in their classes or groups, but share responsibility for ALL children in school.

A caring classroom atmosphere where children feel valued and respected, helps to reinforce good behaviour, and teachers themselves are expected to be good role models for the children in their classes.

Responsibility for managing behaviour during the lunchtime break is delegated to the senior midday supervisor and other lunchtime staff. The Headteacher and/or the Deputy Headteacher are on duty every day and liaise closely with lunchtime staff over the lunch break.

Parents Responsibilities:

We work with our parents to make their children aware of appropriate behaviour in all situations and to encourage them in independence and self-discipline.

We agree to notify them if a problem occurs, and before a child is placed on a behaviour record.

Special Needs:

Some children's behaviour is beyond normal incentives and sanctions.

These are usually children with emotional or physical needs who may have a condition, sometimes diagnosed, which affects their ability to respond in the expected way. Their needs may make them unhappy, angry or suffer from low self esteem. It is impossible therefore to treat all children exactly the same in terms of behaviour management.

It is necessary to **adapt sanctions and expectations of behaviour for these children** and provide special tailor-made programmes to include personal, achievable targets and systems of rewards. This needs to be managed carefully by the class teacher, in conjunction and with the advice of the SENCO or SLT.

In extreme cases of difficulty, special programmes or timetables may need to be set up for the child. This will need to be done with discussion and advice from the appropriate support – Headteacher, SENCO, or other external agencies if necessary.

How we encourage good behaviour:

- Clear expectations of good behaviour are laid out and discussed, with children. eg in classroom rules.
- Anti-social behaviour is discouraged and mutual respect promoted.
- Social awareness and understanding the needs and rights of others is taught as part of the curriculum, particularly in Personal, Social and Health Education lessons, SEAL lessons and circle time. It is also encouraged in RE lessons and collective worship.
- Children are encouraged to take responsibility for their own actions and to make amends for any disruption or unhappiness they may have caused.
- Self esteem is promoted through class circle time, or sometimes through special groups with teaching assistants
- Good behaviour is praised, both privately and publicly.
- High standards of behaviour are set by the example of adults and children in school.
- Children are encouraged to help one another, through the use of buddies, and to support others who have difficulty.
- In certain circumstances, behaviour modification programmes may be set in place with specific children.

How we deal with unacceptable behaviour:

- We talk calmly to the child who misbehaves, insisting that good behaviour is expected at all times. We reason with them and remind them of the class or school rules.

- In the case of aggressive behaviour, we make it clear that behaviour that hurts, either physically or mentally, or behaviour that offends or irritates is not acceptable.
- We reassure other children that action is being taken to ensure that the offending behaviour is stopped

Depending on the severity of the offence, differing courses of action or sanctions may be applied. The vast majority of incidents of poor behaviour are the responsibility of the class teacher to deal with, by employing the various sanctions below. The Headteacher and Deputy will need to be informed once all the sanctions available to class teachers have been exhausted.

| | Example of Behaviour | Possible Responses | Possible Sanctions |
|----------------|--|--|---|
| Stage 1 | <ul style="list-style-type: none"> • Wandering about • Calling out • Interrupting the teacher • Talking at an inappropriate time • Pushing and shoving in line • Irritating other children • Interrupting other children • General low-level disruption. | <ul style="list-style-type: none"> • Speak to child • Expression of disapproval with eye contact • Reminders about school / class rules • Give child choices – either stop doing that or – move somewhere else, sit alone etc. | <ul style="list-style-type: none"> • None • Minimal – change seating arrangement, ask to apologise etc. |
| Stage 2 | <ul style="list-style-type: none"> • Not responding to teacher • Disruptive behaviour • Deliberately causing a disturbance • Refusing to do something • Accidental damage through carelessness • Cheeky, off-hand comments • Minor challenges to authority • Annoying other people • Silly or irritating name-calling • Mild – one off swearing. | <ul style="list-style-type: none"> • Talk to child • Discuss consequences of behaviour • If you do that again I will Move you in the classroom, keep you in for 5 mins etc. | <ul style="list-style-type: none"> • Move seats in classroom • Keep in for 5, 10 mins of playtime, with the class teacher. • Write a letter of apology or verbally apologise. • Temporary removal of a privilege |
| Stage 3 | <ul style="list-style-type: none"> • Deliberately throwing something (rubber, pencil etc) • Minor harm to other children (poking, pushing etc) • Deliberately damaging school equipment • Repeated refusal to do certain tasks • Continued cheeky or rude responses • Serious challenge to authority • Harmful or offensive name calling • More serious or repeated swearing • Verbal abuse of child • One-off bullying or manipulative behavior • Misuse of ICT eg. Bringing a mobile phone into school and then using the phone in school (link to E safety policy) | <ul style="list-style-type: none"> • Keep a record of events and incidents • Talk to child • Discuss consequences of behaviour • If you do that again I will..... Move you etc. | <ul style="list-style-type: none"> • Remove privileges for longer period of time • Isolate child within classroom • Remove whole playtimes (class teacher) • Write a letter of apology • Class teacher to inform parents of child who has committed the wrongdoing if repeated behaviour. • Behaviour plan and contract – home school book, reward sheet etc. • Discuss with SENCO, putting on SEN register, • Removal to another member of staff – in year group.. |

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|--|---|--|---|
| Stage 4 | <ul style="list-style-type: none"> repeatedly leaving the classroom fighting and intentional physical harm of another child. Throwing large or dangerous objects Serious challenges to authority Leaving school without permission Verbal abuse of adults in school Vandalism Stealing Persistent bullying Homophobic or racially motivated name calling. | <ul style="list-style-type: none"> Removal of the child from the scene – TA, assistant headteacher / Deputy Headteacher (if available) Write a report of the incident and log it. Appropriate forms (racial abuse) to be completed and sent to appropriate authority. | <ul style="list-style-type: none"> Inform parents of perpetrator of the incident and the sanctions in school Remove to another member of staff – in year group, or assistant headteacher. Longer removal of privileges Remove from playground Behaviour plan or book, in discussion with parents. Behaviour contract and plan written. Discuss with SENCO, putting on SEN register. Possible short term exclusion, either within school or at home. |
| Stage 5 | <ul style="list-style-type: none"> Extremely dangerous or violent behaviour Very serious challenges to authority Behaviour likely to cause serious harm to other children Repeatedly leaving the school grounds Physical abuse of any member of staff | <ul style="list-style-type: none"> Immediate removal of child from scene and refer to headteacher (deputy headteacher if head not available) | <ul style="list-style-type: none"> Inform parents (headteacher / deputy head) Possible longer term exclusion (fixed) Involve other appropriate agencies. |
| All staff have a communal responsibility for behaviour and discipline in school and are expected to help and support one another when needed. | | | |

Rewards Systems

Whole School

EYFS & KS1

House Points

Merit awards

Good work certificates

Golden Ticket for lunchtime behaviour

Attendance (weekly and 100% term)

KS2

House Points

Merit awards

Good work certificates

Learning Behaviour Certificates

Attendance (weekly and 100% term)

EYFS / Key Stage 1
Value Owls



Perseverance – Don't give up, learn from mistakes



Thoughtfulness – Take time to check



Tolerance – Listen carefully and learn from others



Caring – Check carefully and set high standards



Creativity - Think outside the box



Cooperation – Teamwork, be able to work and learn from others



Independence – try new things, take a sensible risk



Confidence –Have fun! Be able to laugh and delight in achievements.

Key Stage 2 Learning Behaviours



1. Perseverance: Don't give up, use your mistakes to improve your learning. Strive persistently to achieve your goal.



2. Take Time to Check: Look carefully, check each step. How can you improve it?



3. Listen to Learn and Understand: Listen carefully and learn from others.



4. Responding with Creativity and Awareness: Use all your senses, look at something in a different way, think 'outside the box'.



5. Clear Questioning: Precision and clarity to gather the information required.



6. Logical Thinking: Use what you already know to develop and extend your learning.



7. Striving for Accuracy: Check carefully, set high standards. Continuously find ways to improve.



8. Teamwork: Co-operation. Be able to work with and learn from others



9. Take a Risk: Venture out of your comfort zone, take responsible risks, try new things constantly.



10. Enjoyment: Have fun! Be able to laugh and delight in achievements.

Other relevant documents and policies:

Anti-bullying policy

Race Equality policy

Special Needs Policy

Code of Practice for Special Educational Needs

PSHE policy

Circle Time Policy

Confidentiality Policy