

Sampford Peverell Church of England Primary School



Behaviour for learning policy

Reviewed January 2016

This document is a statement of the aims, principles and strategies for behaviour at Sampford Peverell School. The basis for this policy has been developed with pupils, staff and governors.

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring, responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

RATIONALE:

Discipline involves a respect for oneself, others and property and encouragement of tolerance, courtesy and consideration for others. It should involve the school, home and society as a whole.

Any opportunity needs a structure to frame acceptable and agreed forms of behaviour. We at Sampford Peverell would wish to ensure a happy and caring community; a stable and secure environment for pupils which encourages both respect for Oneself and for others.

AIMS OF THE POLICY:

- 1 To encourage a calm, purposeful and happy atmosphere within the school.
- 2 To raise awareness about appropriate behaviour, making the boundaries of acceptable behaviour clear, and to ensure safety.
- 3 To have a positive and consistent approach throughout the school supported by parental cooperation and involvement.
- 4 To be tolerant and understanding with consideration for the rights, views and property of others.
- 5 To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- 6 To develop a responsible and cooperative attitude towards work and towards their roles in society.
- 7 To enable each child to achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness.
- 8 To foster positive caring attitudes towards everyone where achievement at all levels are acknowledged and valued.

PRINCIPLES:

Every child has the right to learn and no child has the right to disrupt the learning of others. The establishment of an appropriate ethos is an essential

pre-requisite for team work and the school welcomes and encourages the involvement of the governors, parents and others within our community.

CHRISTIAN VALUES

Our behaviour policy is centred on our Christian Values to promote a culture of mutual respect:

1. **Kindness** - we encourage everyone to show kindness and care for one another.
2. **Honesty** - we encourage everyone to be truthful in their dealings with one another.
3. **Respect** - children and adults are expected to show respect for each other, their belongings and their environment.
4. **Teamwork/Unity** - children are taught to value the contribution that everybody makes to the team.
5. **Forgiveness** - Children and adults are helped to acknowledge that we all make mistakes and we all need forgiveness from God and each other.

In our Christian environment it is important that an attitude of compassion, love and forgiveness is evident throughout the school. At Sampford Peverell C of E Primary School learning about appropriate behaviour, including understanding right and wrong, is based on Christian teaching. Pupils and staff speak of conflict and disagreement being dealt with fairly and compassionately based on Christian principles of forgiveness and a fresh start.

BEHAVIOUR EXPECTATIONS

What do we want to see at Sampford Peverell?

- Children who are happy and safe
- Children who care for each other and are considerate
- Children behaving well because they like being positive
- Independence
- Children who are positive, understanding, listen, communicate, responsive and reflective, show responsibility
- Children who are honest
- Children who talk through the 'why'

Our behaviour expectations for all children are for them to:

- Be polite and considerate to others and respect their property
- Move around the school sensibly and quietly
- Look after our school
- Ask permission before leaving the room
- Do as we are asked, first time
- Allow everyone in the class to work
- To allow others to access the learning and be feel happy and secure in our school environment.
- To develop further their social skills in class time through structured play opportunities (age-appropriate) and circle time activities.
- Key year groups, notably Y6, will be given lunchtime and playtime responsibilities of both a social and physical nature with the aim of further developing their sense of community spirit and maturity.

INCENTIVES FOR POSITIVE BEHAVIOUR

Positive Praise

At Sampford Peverell Primary School, we believe children respond best to a positive approach and supportive ethos to encourage them to thrive. We try hard to create positive relationships where behaviour expectations are set together as a team. By using positive praise to recognise good behaviour far more than setting sanctions we show what we value in our school.

As well as modelling good behaviour, teachers and all adults working within the school actively encourage and praise positive caring behaviour, which in turn helps to promote a happy secure school environment. Children are also, within class circle time or school council meetings, given opportunities to support each other in this process of personal growth and learning. Alongside the verbal praise given when good behaviour and thoughtfulness is observed or reported, Teachers will celebrate such noteworthy behaviour across classes with significant adults in the child's life; this can include the Head of School, the Executive Head Teacher and especially parents and guardians.

The Family Point System

We operate a family point system whereby each child is allocated to a family and can earn points for their family by demonstrating any of the Christian Values. These points are displayed in the form of charts in each classroom and totalled each week. The result is shared with the children in the Friday Celebration Assembly and the wider community through the newsletter

Positive reinforcements:

1. Celebration Assembly- Fridays at 3pm celebrating achievements of individuals from each class
2. Whole Class rewards for occasions when the whole class has worked well to achieve something together. When the class has achieved 10 points they have a reward chosen by the class.
3. Opportunities for children's views to be heard via class circle time, school council meetings.

THE 5 STEPS SYSTEM

There are some individuals who will require strategies to help them to learn to develop more positive behaviour habits. Sanctions are intended to help this small group and are designed to give children every possible chance to reflect and turn their behaviour around.

A 5 steps sanctions procedure is in place across the school, although there are variations in presentation between the key stages so that they are age appropriate

- Step 1 Gentle reminder stating inappropriate behaviour
- Step 2 Firm reminder detailing unacceptable aspects of behaviour
- Step 3 Miss 5 minutes' playtime
- Step 4 Move to another class to calm down
- Step 5 Involve head of school and contact parents

This sanction agenda will be followed by all staff and applied to those children for whom it is appropriate. Children will be made aware that sanctions are for the behaviour and not the child.

A child will always in the first instance be given a warning and the opportunity to change his/her behaviour. A child can only earn back time by making good what he/she has done wrong.

Children whose behaviour is a cause for concern will be placed on the SEN register. Some children with particular problems will have a programme designed for them which is different from the route outlined above.

Advice may be sought from the Behaviour Support team

If a child is to be kept in to finish work a teacher must be with them

Each class should have regular discussions in which the points are redefined and emphasised for the children.

Children with statements of SEN will also involve the SENCO and may have an individual behaviour programme

Children with behaviour IEPs may with the agreement of staff and parents have a 'hands on' policy. If this is the case, it will be written down as part of the their behavioural IEP

In cases of severe or persistently challenging behaviour, the head of school (or senior teacher when the head is not in school) will apply the revised exclusion guidelines for temporary and permanent exclusions.

Behaviours have consequences, however, negative consequences imposed too quickly take away the need for the pupil to face the issues, make choices and take responsibility.

CONFLICT RESOLUTION

Children should be encouraged to take some responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching and modelling strategies for doing this, and for ensuring children can carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. In turn, adults should also be prepared to provide a platform through which children may respond, and to listen to their explanations.

The adult is the referee, not part of the discussion, and is responsible for ensuring rules are followed.

Each child has a turn to say:

1	2	3
What the other child has done to upset them	How they feel about it	How they would like them to behave in future

- The others listen with no interruptions
- They are encouraged to maintain eye contact
- No-one is allowed to interrupt or argue
- Continue taking turns until each has finished
- If the children cannot resolve conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action, although this should always be re-checked with all concerned so that children understand justification for this action.

WHAT TO DO IF A CHILD MISBEHAVES - MINOR AGGRAVATIONS

It is the everyday 'aggravations' that are often the most difficult to respond to effectively - wandering about, calling out, interrupting, ignoring instructions. Having a clear set of procedures helps this process. It is helpful to approach aggravations in this way:

- ✓ A look/gesture/raised eyebrow and move closer to the child encouraging them to focus on their work
- ✓ A direct question (aside) is better than indirect
- ✓ Call child over, but carry on doing something else (with the expectation that they will come)
- ✓ State the obvious, make a statement about what the child is doing, ie "You're flicking a pencil"
- ✓ Ask "What are you supposed to be doing?"
- ✓ Repeat question as necessary
- ✓ Say "OK what do you need to do now?"
- ✓ Allow take up time (again, turn away with the expectation they will do the right thing)
- ✓ Acknowledge and re-establish (ie thumbs up!)

If this fails and they are unresponsive, tell them what you expect them to do and move through the 5 step procedure

Keeps the relationship workable and intact. Keeps focus on current behaviour and task in hand

REPEATED OR PERSISTENT MISBEHAVIOUR

When a child does not respond to the 5 step procedure, further action will need to be taken as follows:

- The Class teacher will implement target/reward charts and withdraw privileges. Targets should be clear and easily achievable, with recognition and rewards for desired behaviours being at regular intervals throughout the day. Some children will need feedback as often as every 15 minutes to keep them on target, whilst for others feedback at the end of each session, or each half of the day is enough. Pictorial representations are often more appropriate than written; photographs of children behaving well are even more powerful.
- Regular contact with parents needs to be established by the class teacher, preferably in person or via a phone call, although the Home School Link may be used.
- Referral to Thrive trained staff, who will spend time discussing issues with the child and looking at strategies for improving their behaviour.
- If lunchtime problems occur - the lunchtime supervisor, after raising this with the class teacher, will work together to devise a programme of support. This may be shared between the class teacher and the parents.
- In more extreme cases, alternative playtime activities may be arranged by the class teacher with the Head of School; parents would be fully involved in the discussions
- If the unwanted behaviour does not improve, the Head of School should discuss with the Executive Head of School.

MANAGEMENT OF SERIOUS INCIDENTS

If a serious incident occurs, staff must remain calm and purposeful. Other children and adults must be removed from possible danger in an orderly fashion and the perpetrator given an opportunity to calm down and change their behaviour. Running after, or following, a child is not encouraged, whilst moving attention away from the child and observing from a distance is a much more effective approach. Angry or agitated children will feel under less threat, and are therefore less likely to commit further damage. When the child is sufficiently calm an approach may be made.

In the case of injury, first aiders must be called and details recorded in the accident book held in the main office.

After a serious incident detailed evidence must be collected and clearly recorded in the serious incident book in the main office before staff leave the building.

Parents are informed of any serious incidents and where appropriate the exclusion process will be activated.

BULLYING

At Sampford Peverell Primary School we work hard to keep our school a safe place to be. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school.

Bullying is defined as STOP: Several Times on Purpose

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. We follow Devon's advice on the recognition of bullying.

Bullying is: any deliberate and/or persistent act to cause harm. It can involve teasing, interfering with belongings, sexually or racially offensive conduct, ridicule, invasion of privacy, vandalism and intimidation. Bullying may also show itself in more subtle ways such as name calling and children excluding others from games or activities.

Bullying is not tolerated in our school. Through the positive ethos that is generated within the school community, it is hoped that normal childlike disagreements are managed effectively and considerately by both children and adults alike. However, repeated concerns and issues will be given serious attention, involving staff and parents.

Please refer to the school anti bullying policy - this should be read in conjuncture with this policy.

FIXED TERM EXCLUSIONS

In cases of severe or persistently challenging behaviour, the Head of School, in consultation with the Executive Headteacher, has the option to apply this sanction in line with the PAT policy. We are an inclusive school and we aim wherever possible to avoid exclusion. We try hard to keep the children in school and to support them with interventions and a range of strategies working with our multi-agency partners. A decision to exclude a pupil for a fixed period is taken on a balance of probabilities in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate.

Individual fixed period exclusions are for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school afterwards. We are aware that inspection evidence suggests that 1-3 days are often long enough to secure the benefits of exclusion without adverse educational consequences. Where it is clear that fixed period exclusions are not being effective in deterring poor behaviour, for example if they are being repeatedly imposed on a pupil in response to the same behaviour, we consider alternative strategies, and referral to multi agencies, where appropriate, through the SENCo for further assessment and work with the family.

Permanent Exclusions

We consider that the decision to exclude a child permanently is a very serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. We acknowledge that a Permanent Exclusion is the last resort after all available strategies for dealing with the child have been exhausted. There will, however, be exceptional circumstances where it is appropriate to permanently exclude a child for a first or 'one off' offence to safeguard all children at the school.

This policy is part of our commitment to safeguarding children. It should be read and interpreted in conjunction with the following policies and procedures that promote safeguarding:

Child Protection Policy, E Safety Policy, Health and Safety Policy, Anti Bullying Policy