

Title	Author	Approved		Review Date
Behaviour Policy	I Clennan	Latest Update: Governors	March 2018	March 2020

SELBY COMMUNITY PRIMARY SCHOOL

Behaviour Management Policy

Rationale

At Selby Community Primary School we believe that all stakeholders should share responsibility for the children in our care, and make every effort to provide the care which any responsible parent would be expected to give.

We recognise that parents play the most important role in teaching children about ways of behaving. The school works collaboratively with parents so the children receive consistent messages about positive attitudes, courtesies and disciplined behaviour.

We believe that positive behaviour should be rewarded to acknowledge the behaviour we expect; inappropriate behaviour should be dealt with firmly and fairly. The expectation is that all children will behave in an appropriate manner to the situation. Some children exhibit inappropriate behaviour because they have not yet learned to interact with others or they have special educational needs. This behaviour policy is framed in such a way as to encourage and reinforce courteous and civilised behaviour – every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviour.

As a UNICEF Rights Respecting School we use the UN Convention on the Rights of the Child 1989 as an integral part of our learning and teaching.

The children learn about the rights of the convention and how they apply to their lives and behaviour.

The UNCRC (United Nations Children’s rights charter) provides a values framework which enhances the impact of a number of education initiatives.

Pupils need to learn to control their own behaviour and an essential part of this process is the opportunity to make choices. It is important that all adults use the language of choice when challenging inappropriate behaviour.

Aims

We expect and teach our children to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect for other people at all times. We will achieve the best results if we have a particular emphasis on rewards and praise. We teach behaviour, just as we do all other subjects in school. Through the ‘Thrive’ programme we are identifying social and emotional needs and addressing these through a systematic approach in order to prepare children for adulthood.

The importance a ‘positive behaviour’ strategy

Staff's interactions with children significantly affect the quality of relationships, so it is important that these are always appropriate and positive. Inconsistent and negative behaviour strategies adversely affect the general school atmosphere, leading to tension and confusion over what constitutes acceptable and unacceptable behaviour.

We aim to provide a calm, purposeful and happy atmosphere within school where all achievements are valued.

We will do this by:

- ensuring that all adults will be welcoming & positive at each session and model a positive, caring attitude and appropriate behaviour in the class and around the school
- ensuring that mutual respect is fostered in all lessons by valuing everyone's contributions.
- taking positive steps to develop good relationships with pupils by listening to and taking a personal interest in pupils
- setting appropriate learning targets for pupils in classrooms
- ensuring that the environment is bright and attractive and children can enjoy their learning.
- sharing and celebrating personal achievement
- working actively to develop self esteem and self confidence

We aim to encourage increasing independence and self discipline so that each child learns to accept responsibility for their own behaviour

We will do this by:

- teaching children to understand the difference between wants and needs.
- teaching rights.
- teaching children to accept and appreciate differences.
- teaching children global awareness and diversity.
- teaching social and life skills that enable children to develop independence and self discipline
- teaching children to appropriately express their feelings & emotions.

We aim to have a consistent approach to behaviour throughout the school by providing clear boundaries for acceptable and unacceptable behaviour.

We will do this by:

- having a systematic and positive approach to recognising appropriate behaviour.
- providing clear boundaries by having a clear set of rules and consequences understood by all
- sharing the rules, routines rewards, sanctions with pupils, parents, all staff and governors
- providing support from the senior management team to ensure rules, rewards and sanctions are implemented
- monitoring the implementation of behaviour management strategies

We aim to encourage and value parental involvement and co-operation

We will do this by:

- communicating with parents to celebrate achievements and relate good news e.g:- 'In touch'; Golden letters; Arbor gold rewards; certificates; telephone calls home; mini notes; informal face to face feedback, text messages; Arbor communication via the portal.
- informing parents early about their child's behaviour in a constructive way in order to work in partnership to improve behaviour
- welcoming parents who wish to discuss their own child's behaviour with school.

We aim to provide a school environment where everyone feels emotionally and physically safe. We will do this through implementation of the following school policies:

- Child Protection & Safeguarding;
- SEND
- Single Equality Scheme
- Anti-bullying
- Learning
- Attendance

On rare occasions trained staff may have to physically remove a child from a situation using Team Teach strategies but only if:

- the child is in danger of hurting themselves or others
- the child is in danger of damaging property
- the child is preventing the education of other children from taking place

See RPI policy

We aim to provide additional and different behaviour support and guidance for pupils with specific needs. We will do this by:

- identifying early those pupils with behavioural, emotional and social difficulties and providing appropriate support and interventions ensuring that all staff are aware of pupils' strengths and difficulties
- having a continuum of provision for pupils with SEBD with a focus on 'Thrive.'
- liaising with appropriate outside agencies in collaboration with parents for example intervention team, CAMH's and the EMS at Barwic Parade

Guidance

Managing behaviour in school is based on rules linked to the Unicef articles the rights of the child. The articles are discussed in class and each class establishes their own classroom charter that all stakeholders sign.

There is a whole school "Code of Respect" which outlines the general principles for behaviour.

The code of respect has 3 simple principles:-

"Talk Quietly, Listen carefully."

"Move sensible and calmly"

"Act Respectfully."

General advice to staff

- Behaviour learning is something that is taught- adults are responsible for helping children to understand what rule they have broken and that there are consequences to their actions (both positive and negative). Ensure that these rights and rules are revisited frequently with the whole class
- Discuss the importance of rules in PHSCE
- Teach routines over and over. Practice them so that they are embedded
- When giving instructions/directions make them very clear
- Ensure everyone has understood – ask children to repeat your instructions back to you if you feel some of them are not clear
- Give positive feedback to pupils following instructions [Proximity praise]
- Reinforce constantly – “ Well done this group for being the first to sit facing the front” etc
- Use proximity praise, distraction, **humour** and redirection where appropriate
- Reinforce the impact of ‘Thrive’ by modelling desired social behaviour
 - Greet any child you meet on the corridor e.g. “Good morning”
 - Compliment children whenever you can
 - Show an interest in them and boost self esteem – children love it when adults remember things about them
 - Show children that they are all valued members of the school

Rewards

- Use of house points- individual children’s scores must be shown in each classroom (see appendix for more detail)
- Use of Arbor to promote ‘Gold standard behaviour.’ Children who behave above and beyond our silver expected standard will receive a gold star each time they fall into gold standard (see appendix). At the end of each term any child who has completed their termly golden ticket with enough stars will receive a year group reward session.
- Be consistent with reward systems– let pupils be clear about how to gain them
- Develop and agree your own set of staged rewards with the children in your class including–
 - encouragement
 - verbal praise
 - tangible recognition, for example, in the form of stickers
 - additional play
 - whole class rewards eg trips, picnics
 - informing parents – notes, phone calls, ‘chats’ at home time; progress books [see example - do not use yellow or purple report books]
 - commendation during assembly time including ‘star of the week’
 - showing work to Mr Clennan or other Senior staff
 - golden letter book
 - pupil’s work is displayed around school and images sent home

School Rules

At silver standard we expect everyone to:

- listen carefully to each other
- follow instructions

- speak politely to everyone
- be kind and respectful
- always try their hardest and do their best
- always complete the work set by adults

We consider that behaviour is unacceptable (red standard) when:

- any member of school staff is prevented from carrying out their duties because of a pupil's behaviour
- pupils are prevented from normal working practices
- pupils are rude and use unacceptable language
- pupils demonstrate verbal aggression
- pupils demonstrate physical aggression
- pupils compromise their own, and others' safety
- pupils leave the classroom without permission
- pupils bully others
- there is evidence of a deliberate misuse of school ICT resources including accessing inappropriate, blocked or illegal materials on-line.

Children causing concern

Sometimes there are factors which must be taken into account and allowances made. For example, a pupil's emotions and judgement may be affected by traumatic events taking place out of school, or by specific additional difficulties or needs a pupil may have, this can cause the pupil to feel unsafe, scared, or disturbed and can affect their ability to manage and regulate their feelings, emotions and actions. For these pupils individual behaviour plans and risk assessments.

If a child moves onto red standard then class teachers will have 1:1 interviews with pupils and parents causing concern.

If a child has 3 red standard incidents then class teachers will:

- use a Reflect sheet
- establish an understanding of why you are concerned about their behaviour
- identify any problems that might be underlying the behaviour
e.g. home/family ?; any input from outside agencies ?; any patterns in behaviour ? – use ABC sheets to monitor if appropriate – [Appendix]
- can any of these identified problems be eliminated ?
- agree strategies together with the child that will help them overcome difficulties [private signals; personal rewards; extra support etc]

If the child still chooses not to follow the class rules then put in place the hierarchy of sanctions.

- An Inclusion Passport needs to be written for the child and ABC sheets to be filled in. Also a My plan to be filled in with the child.
- Parents need to be informed.

The Zone Board

Gold – Silver – Blue – Purple – Red

Examples of expected behaviours identified by staff will be praised across school, both verbally and by use of the school Zone Board (see appendix). Children are encouraged to be in the 'Silver layer' of the Zone Board. Prompts and reminders are given to pupils not keeping the school rules, if they are not able to adjust their behaviour they may move down the board into the 'Blue layer' of the board. Pupils are then given opportunities to choose the right behaviour to move back up to silver in a short period of time within a lesson. Some pupils may need further guidance and be moved into the 'Purple layer' of the board if their behaviour continues to escalate, or they do not follow advice and instructions given by staff. Once again, pupils are provided with prompts and support to put things right.

Every pupil starts each day in 'Silver', regardless of behaviours the day before. Pupils who excel in relation to their achievement of the school rules, or outstanding behaviour may access the 'Gold Zone' of the board. Pupils who demonstrate physical or verbal aggression or display persistent challenging behaviours may be moved to the Red Zone. These incidents are recorded and monitored in school through CPOMS and parents notified straight away by the Arbor system. Parents will be asked into school to discuss the concerns raised with the classteacher if 3 records of their pupil being put into the red zone are recorded. The Zone Board is a highly visible reward system. There are clear and agreed rewards and sanctions that relate to each layer of the Board and these are reviewed regularly by all school staff.

Class teachers are best placed to decide and design sanctions appropriate to the age of children they teach. For older pupils this can be done in collaboration and part of the same process used to create the class charter. All internal exclusions will be recorded on CPOMS as well following red incidents.

Restorative Practice

When supporting children to deal with conflict, adults should use a no-blame restorative approach. Both the victim and the perpetrator should be given uninterrupted time to explain what happened. Each child is given the opportunity to tell the other how the incident has affected them.

The victim should be involved in the outcome of the incident and, if appropriate, help decide on a consequence.

Using the conference script, offenders are asked these *restorative questions*:

- "What happened?"
- "What were you thinking about at the time?"
- "What have you thought about since the incident?"
- "Who do you think has been affected by your actions?"
- "How have they been affected?"

Victims are asked these restorative questions:

- "What was your reaction at the time of the incident?"
- "How do you feel about what happened?"
- "What has been the hardest thing for you?"
- "How did your family and friends react when they heard about the incident?"

Behaviour Logs

Red standard behaviour incidents are logged onto Arbor with the detail added to CPOMS and appropriate members of staff notified.

Inclusion Passports

Children whose social, emotional or behavioural difficulties cause sufficient concern for us to refer them to outside agencies, will have an individual plan set up for them. This will usually be set up by the Head teacher, or the Leader for Inclusion, with the parents and outside agencies and school staff, but the class teacher and/or Teaching assistant will usually monitor the plan on a daily basis.

Exclusions

These are regarded as the last resort when other strategies have been exhausted. An exclusion may be fixed term or permanent.

Exclusions will be given if: -

- a child persistently breaks school rules.
- a child puts other children or staff in danger of being hurt or threatens to harm them
- a child causes actual harm to other children or staff, or damages property or the fabric of the building
- a child frequently stops other children from learning

Only the Headteacher has the authority to exclude a pupil from school.

A Deputy Headteacher (or Senior member of staff if the Deputy is absent) may act on behalf of the Headteacher in the Headteacher's absence and if possible with the Headteacher's permission.

Procedure

The school follows the statutory guidance: Exclusion from maintained schools, academies and pupil referral units in England – September 2017 (DfE).

The parents will be notified by telephone as soon as possible and a formal letter will follow within one day. This will follow the model set by the statutory guidance.

The Headteacher will inform the trust of every exclusion. If the exclusion requires review by the Governing Body then the Clerk will be informed and relevant Governors informed.

A reintegration meeting will be organised when targets are set prior to the child returning to school. It is expected that Parents/Carers will attend.

All Pupils

Pupils will:

- be taught to understand the different expectations at each level of the policy.
- be helped to make choices about their behaviour.
- be helped to be confident about their learning and enjoy it
- be helped to understand their rights.
- respond positively
- be helped to be a positive role model

Roles and responsibilities

Headteacher will:

- Ensure consistency of practice throughout the whole school.
- Keep records of all reported serious incidents of misbehaviour with the support of the inclusion team
- Make sure the policy is fair and includes all children.

All staff will:

- Give opportunities to develop social and emotional skills
- Offer a curriculum that enables all children to engage.
- Make sure that pupils listen, are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour.
- Help pupils to be confident about their learning and enjoy it
- Help pupils to understand their rights.
- Respond positively – praise accordingly.
- Inform parents about their child's welfare or behaviour and make time for two way conversations.
- Be a positive role model

Parents will

- Support school in a shared partnership.
- Work with school re ethos.



Reflection Sheet

Name:



What did I do wrong?

Why is that wrong?

What choice will I make next time?

Why is that a better choice?

How did you apologise/ make it up? Was it accepted?

House Points

Year 6 have named these:

Strength (Yellow)

Teamwork (Red)

Aspire (Green)

Resilient (Blue).

Children will be awarded a badge in their house colours at 50, 100 and 150 points. At 200 points there will be a more 'prestige badge.

Where possible whole school events will be linked with house points.

There will be a trophy awarded on a Friday with a coloured ribbon which will be kept in different classes and the team will have 15 minutes extra play on a Friday.



Going for Gold

Pupils in gold will be demonstrating behaviours and quality of work which is above the silver standard.

For each time a child is in gold they will receive a gold award. By the end of term any child with 12 golds will receive a year group reward. Class teachers are best placed to design their own tracking system, but something that is validated by a signature will stop any over-stamping or add own gold stars etc.

Gold behaviour is recorded on Arbor and will be notified to parents automatically through the behaviour communication system. Every time the child receives a gold behaviour, they will be given a golden bookmark to take home. Each term is a fresh start and the count will happen again from 0.

- Listen carefully to each other
- Follow instructions
- Speak politely to everyone
- Be kind and respectful
- Always try their hardest and do their best
- Always complete the work set by adults

Prompts and reminders are given to pupils not keeping the school rules, if they are not able to adjust their behaviour they may move down the board into the 'Blue layer' of the board.

Pupils are then given opportunities to choose the right behaviour to move back up to silver in a short period of time within a lesson. Some pupils may need further guidance and be moved into the 'Purple layer' of the board if their behaviour continues to escalate, or they do not follow advice and instructions given by staff.

Any sanctions will be decided by the class in discussion with the classteacher

Once again, pupils are provided with prompts and support to put things right.

Any sanctions will be decided by the class in discussion with the classteacher

- Any member of school staff is prevented from carrying out their duties because of a pupil's behaviour
- Pupils are prevented from normal working practices
- Pupils are rude and use unacceptable language
- Pupils demonstrate verbal aggression
- Pupils demonstrate physical aggression
- Pupils compromise their own, and others' safety
- Pupils leave the classroom without permission
- Pupils bully others
- There is evidence of a deliberate misuse of school ICT resources including accessing inappropriate, blocked or illegal materials on-line.

Any sanctions will be decided by the class in discussion with the classteacher. Any internal exclusions will also be recorded on CPOMs alongside the red behaviour.

All recorded on CPOMS in detail and notified to parents and the trust via Arbor

ABC chart

This ABC chart can be used to record behavioural concerns. **'A'** stands for antecedents, that is, what occurs immediately before the behavioural outburst and can include any triggers, signs of distress or environmental information. **'B'** refers to the behaviour itself and is a description of what actually happened during the outburst or what the behaviour 'looked' like. **'C'** refers to the consequences of the behaviour, or what happened immediately after the behaviour and can include information regarding other people's responses to the behaviour and the eventual outcome for the individual. It can also be a good idea to keep track of where and when the behaviour occurred to assist in identifying any patterns.

Date and time	Antecedents	Behaviour	Consequences	Other comments