



South Otterington Church of England V.C. Primary School ~ Behaviour Policy

*Our core Christian values are Respect through truthfulness, thankfulness and friendship.
'Do unto others as you would have them do unto you.' Luke 6 vs. 31*

Rationale and Aims

At South Otterington Primary School, we are committed to working together to provide a warm, caring, well-ordered school community in which each member will feel safe and secure. Our ethos is rooted in the Christian values and we hope that every day is a positive experience for both pupils and staff. We use the SEAL resources throughout the school and as part of our PSHCE lessons to teach children how to manage their feelings and create and maintain positive relationships. We aim to provide a creative curriculum, carefully differentiated and matched to the needs of all children to inspire and motivate them and pre-empt any negative behaviours.

The children are all encouraged to be responsible for both the school and each other e.g. through our School Council. We particularly encourage the older children to look after the younger children e.g. at playtimes. Pupils and staff always dress smartly in clothing appropriate to the activities that they are undertaking.

Classroom Management

We believe that praise and reward for good behaviour is the key to creating a positive atmosphere where all of the children have the opportunity to succeed. All school staff work hard to develop positive working relationships with the children and use praise for positive reinforcement. In all cases staff try to pre-empt problems by providing clear expectations and routines e.g. sending small groups of children to places at a time or by using seating plans e.g. carpet places. Children are never left unsupervised and should always be outside during breaktimes. In school, we follow the Golden Rules including the Playground and Dining Hall Golden Rules. Each class also has their own rules displayed.

Rewards

The children are praised in numerous ways e.g. verbally by the teacher; showing work to the class, another class/teacher or the headteacher. The children also receive stickers e.g. headteacher merits; lunchtime stickers and "Sparkles" or "Spark Cards". Our youngest children also have a class reward system. Children also receive other certificates from class teachers e.g. for good work; learning their maths targets or spellings. Our celebration assembly every Friday provides opportunities to reinforce good behaviour and work. Once a reward has been given to a child, it is never taken away. A reward sheet is displayed in each classroom to remind children what we are looking for. A plain laminated sheet is kept next to this, for teachers to record children's names.

House/Merit System

All children are allocated a House on entry to school. All Year 3-6 children are encouraged to collect merit points and are awarded a "Spark card" for every 25 merits. These are counted up each half term and the House with the most points wins the cup for the following half term (signified by a display in the hall and ribbons on the cup). Rewards/merit points are awarded at the discretion of staff and may include the following:

- good work (relative to the child's ability)
- politeness and good manners
- contribution to the lesson
- kindness and helpfulness to others
- good attitude and behaviour
- homework and being organised

Friendship Fix

We use restorative practices to develop our school community and to manage conflict and tensions by repairing harm and building relationships. We ensure that we regularly talk about our emotions at school. If things go wrong, when appropriate, we get the children together and use a series of questions, for example, as follows:

Questions: in response to challenging behaviour.

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things better?

Questions: to help those harmed by others actions

- What did you think when you realise what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things better?

Sanctions

If inappropriate behaviour is displayed, staff deal with this in a non-confrontational manner e.g. by referring to positive behaviour in the class or mentioning the positive school rules. Sometimes one of the most effective ways of dealing with attention seeking behaviour is to ignore it or use a non-verbal cue e.g. a shake of the head. If class teachers feel it necessary to express disapproval, a clear distinction is made between the child and the behaviour in order to protect the positive relationship and the child's self-esteem. Staff agree not to interrupt each other when dealing with a behaviour issue unless staff ask for help. Note: The exceptions to this are staff supporting MSAs or the Head teacher intervening at her discretion.

Every class throughout the whole school employs a traffic light system to encourage positive behaviour and to sanction poor behaviour. The traffic lights can be accessed by all members of teaching and non-teaching staff during lessons.

All children begin on the "green" traffic light (F/KS1 each am/pm and KS2 each day). Any child displaying inappropriate behaviour is given a verbal warning. If inappropriate behaviour persists, the child's name is moved to "amber" as a warning. Following this, the child may be moved within the classroom or to another member of staff for cool down time. Children may be asked to use a 'Thinking chair' or take time out for a short period to consider their behaviour. Children are always

supervised and given appropriate work to complete during time out e.g. handwriting or maths questions.

If inappropriate behaviour persists, they move to "red". This signifies that 5 minutes of their following playtime has been lost and they have to stay with the teacher on duty (Time may accumulate). At this point, the child moves back to "green".

All incidents of serious behaviour are reported to the headteacher and the child's parents. The child may also be asked to write a letter of apology and move straight to "red" at the class teacher's discretion. Children who behave inappropriately during our collective worship move straight to "red".

It is hoped that most children will respond to the whole school behaviour systems, however if children are frequently being placed on 'Red' on the traffic lights, then parents will be asked to come and meet with the class teacher. If inappropriate behaviour persists then parents may be asked to meet with the SENCO and/or headteacher. At this point an Individual Behaviour Plan may be implemented. External agencies may also then need to be involved.

Specific sanctions for serious behaviour to be applied at the discretion of the headteacher:

- Low level verbal/physical aggression = miss 1 playtime (Supervised by member of staff on duty).
Examples: Pushing/pulling/shoving; play fighting; throwing things; making silly comments.
- Fighting (inc. slide tackling), swearing or misappropriation of property towards another pupil = miss up to 1 week's playtimes and lunchtimes (With staff on duty). At this point, both the headteacher and the child's parents and will be informed and the children will complete incident forms.
Children who persistently misbehave at lunchtime will be sent home at lunchtime.
- Deliberate serious acts of violence/ aggression towards another pupil = Up to 1/2 day internal exclusion (extended or temporary exclusion if repeated).
- Wilful damage to property or proven theft from a member of staff = 1/2 day internal exclusion (extended or temporary exclusion if repeated).
- Verbal or physical assault on a child, member of staff or adult helping in school (Voluntary or paid) = temporary exclusion.
- If children display inappropriate behaviour at an off-site activity e.g. Swimming or Forest Schools, as a sanction they may be excluded from the following week's session.

Note: During internal exclusion, children work on a table in the library. They will be given a 5 minute supervised break on their own.

During extra curricular activities e.g. clubs run by members of staff or parents on a voluntary basis or events held out of school hours, children who display inappropriate behaviour may be excluded from the extra-curricular activity at the discretion of the activity leader in consultation with the headteacher.

For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. If the headteacher decides to exclude a child, the local authority guidance for exclusions will be used. The school governors will be notified if exclusion occurs. For the latest guidance, see the Exclusions page on the CYPS info site (Currently Exclusion from maintained

schools DfE 2012).

As a last resort, trained and authorised individuals may need to use physical intervention as permissible in Section 93 of the Education and Inspections Act 2006. In summary, staff may use such force as is reasonable to prevent a pupil from a) committing any offence, b) causing personal injury or damage to a pupil or property, c) prejudicing the maintenance of good order and discipline. The school uses the NYCC 'Guidance on the Use of Restrictive Physical Intervention with Children and Young People'. The guidance recognises that behaviour can almost always be managed using proactive and preventative approaches and that any restrictive intervention is only necessary after all other strategies have been exhausted. It is always unlawful to use force as a punishment.

Leaving the school site

In the unlikely event of a child leaving the school site, a member of staff would observe the child from a distance and attempt to re-engage them in a positive dialogue about the best thing to do next. They would not follow them closely as this could cause them to run, possibly into the road. The Headteacher would be informed who would contact the child's parents and if necessary the police - See NYCC Guidance on the use of RPI and the school's Lost Child Policy.

Lunchtime

It is the role of the Senior MSA and MSAs to promote good behaviour at lunchtime. Activities are organised to encourage positive relationships and good social play. The same rewards and sanctions are used. In terms of rewards, merit points can be used by MSAs and Sparkles and Spark Cards awarded for outstanding good behaviour. The MSAs also award stickers.

If children misbehave in the hall, they are moved to sit on their own. Outside, children are initially given a verbal warning and their name is placed on the yellow traffic light. A second incident results in the child's name being placed on the red traffic light and being directed to sit on the red bench for 5 minutes time out. Incidents that may affect the behaviour of children during the afternoon session are reported in writing to the class teacher. A more serious misdemeanour will mean that children are sent to a senior member of staff. The Senior MSA reports all serious incidents via the log book in the school office. Most lunchtime issues are dealt with by lunchtime staff so that they do not interfere with teaching and learning time. However, serious behaviour (see previous section on sanctions) is dealt with by the headteacher or a senior member of staff.

Role of the Headteacher

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff by implementing the policy; by setting the standards of behaviour; and by supporting staff in the implementation of the policy. The headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour.

The Role of Parents

Parents are encouraged to take a very active part in the education of their children. All parents are asked to sign a home school agreement as their children begin school. The Homework Diary provides another line of communication between home and school. Class teachers set aside time

each week to look at the diaries. Pertinent comments on the children's progress and well-being may be made. Parents who have concerns are invited to make an appointment with the class teacher or headteacher.

This policy may be adapted for those children with Special Educational Needs (SEN). Some children may also have individual reward systems e.g. tick charts or super news books.

*This policy was originally written by school staff and governors in conjunction with Lucy Spink, Educational Psychologist, and Lance Wardle Exclusions and EOTAS Officer (NYCC).
It is regularly reviewed by all staff.*