



Nature, Nurture, Flourish and Fly

Seething & Mundham Primary School Behaviour Policy

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Review Body	Local Governing Body
Review frequency & next review due	Annually or as required

Introduction

1. At Seething & Mundham Primary School (SM) we aim for our children to become independent learners, motivated by their natural curiosity about the world in which they live in. We want them to enjoy life and be happy and aim to achieve this through our teaching:

- We show empathy
- We are compassionate
- We respect
- We are patient
- We are tolerant
- We forgive
- We show courage

2. We believe that our children have the right to learn in a safe environment and believe they should feel and be safe at all times. To enable this to happen we work together with all members of the school community, children, staff, parents/carers and governors to promote this. We expect all of our school community:

‘To treat others as you would wish them to treat you!’

Expectations

3. We understand that the children’s happiness requires the presence of positive relationships. The relationship between teachers and children must be built on mutual respect and trust in the same way that we expect that children’s relationships with each other must be built upon respect, trust, friendship and tolerance. At SM we believe in the power of positive, and frequent, praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals.

4. Adults within the school environment have a duty to be positive role models in all areas of behaviour. Older children are encouraged to care for and support younger ones both inside and outside the school building just as they would in the family home. At SM we have a positive caring ethos and provide challenging well planned education. Our goal is for our children to be caring and successful with a high self-regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

Good Practice

5. We expect staff to:

- Deal with situations in a calm, firm manner avoiding confrontation where possible.
- Give frequent praise for good behaviour as well as for good work.
- Use positive language whenever possible and as often as possible.
- Think carefully about what they are saying and set realistic sanctions.

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- Don't leave children unsupervised.
- Praise children who are doing the right thing as an incentive for others to follow.
- Be consistent whilst taking into account each child's individual needs.
- No adult in school should ignore unacceptable behaviour
- We address children by their name first to cue them in to what is coming next.
- We aim to follow the following light assertive sentence starters:

Starter: " I expect you to..."

We also finish our sentences with 'thank you'.

Our approach to positive behaviour.

6. Our approaches to celebrating positive behaviour are as follows:

Praise

6.1 We regularly praise the children for following our expectations. We use verbal praise and silent gestures such as a smile, thumbs up or a nod. Teachers send home thank you notes and post cards for children going above and beyond and will aim to speak to at least one parent daily delivering a positive message, and once a week show a parent a piece of high quality work. The head teacher will also weekly send an email or make a phone call home delivering a positive message.

Team Points and recognition board

6.2 Throughout the school children will be encouraged to achieve team points. Team points are rewarded for children who work hard, behave well, are polite and follow our expectations. These can be awarded in class time, in children's books or on pieces of work, during break times including lunch, in assemblies and for walking around the school appropriately. Other members of staff around the school including teaching assistants and lunchtime supervisors can also give out points. We have a 1 point at a time rule, which means staff can only award 1 point per action. Points are recorded on the class Team point chart. At the end of the week teachers will count up the points from the class chart and the child with the most points will be awarded the class champion for the following week. During their week as class champion children will receive privileges. Children who demonstrate our focus learning behaviour will have their name/picture put on to the recognition board for the remainder of the day.

Celebration Assembly

6.3 Every week children meet at Assembly and their hard work and good behaviour is celebrated. Children who are displaying positive behaviour and portraying good examples of following the school expectations will receive a certificate for their outstanding behaviour. Excellent attendance is also celebrated during this assembly with classes receiving a prize for the highest weekly attendance.

Our approach to negative behaviour

7. Our approach to negative behaviour is as follows:

Layers of sanctions

7.1 We expect all of our children to be well behaved but we will address any negative behaviour issues that occur. Children must be made aware that their behaviour choices may have consequences. There will be rewards for good behaviour but equally there has to be sanctions for poor behaviour as detailed in the sequence below.

Class sanctions

7.2 When dealing with behaviour all teachers have their own ways of dealing with low level disruption, such as saying the child's name mid-sentence, or standing next to the child while they speak. However, if the child is not demonstrating the expected behaviour then the process outlined in appendix 1 will be undertaken.

Time outs

7.3 At certain times a teacher may find it necessary to give a child time out from their classroom. Being sent out is not always a punishment but may provide some 'cooling down time'. Children should be sent to an agreed partner class where they will reflect upon their behaviour. No adult should accept more than two children at a time. For more serious incidents children may need to be sent to or in extreme cases be removed by a senior leader. A child should always be escorted by an adult or responsible child. A child leaving class is expected to take work with them, and be out of class for no more than 6minutes.

Social and Emotional Plans (SEP)

7.4 SEP are designed to support and promote positive self-management of behaviours that may be an obstacle to children to maximise their learning potential. The plan is designed together with the child and the Behaviour Lead / Class Teacher, so that there is mutual understanding about any 'individualised' sanctions or agreements that are put into place. The Class Teacher will also then arrange a time to discuss the plan with parents, so that both home and school are working in partnership.

Risk assessment

7.5 We will put a risk assessment in place when a child has put their own or other children's safety at risk. This outlines the risk factors, preventative strategies and a plan of action to deal with them if they were to occur during the school day.

Exclusion

7.6 In serious cases, one of the following sanctions may be necessary:

- Isolation at play/lunchtime—This occurs as a sanction when a child has behaved in an unsafe manner during a play/lunchtime. This time spent in isolation with staff will encourage them to reflect on their behaviour and how it can be improved.
- Lunchtime exclusion—If a child is persistently disruptive at lunchtime, we may need to exclude them for the lunchtime period. During this time they will be required to be picked up by their parent/carer and returned to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
- Fixed term exclusion—At times it may be necessary to exclude a pupil for a fixed term. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time staff will discuss strategies with parents so that the pupil's return is a positive experience.
- Permanent exclusion—This would only occur when all interventions for support have been exhausted and staff believe that SM School is unable to further meet the child's needs.

Playtime and Lunchtimes

8. Our expectations apply at all times of the school day, including lunchtime and playtime. However, there are additional rules in at these times place so that all our children can be safe and happy.

- Stop and stand still once the first whistle is blown
- On the second whistle, line up quietly and safely
- If the children do not respond to the whistle and are not behaving in a safe manner they may be asked to practise lining up safely during the following playtime
- Stand in line safely, no pushing or overtaking
- Speak quietly in the Hall at dinnertime
- Walk quietly down corridors
- No playing in the toilets

9. If children require “time out” at lunchtime they will be told to sit on the bench in the playground or on field for a specified amount of time, or until they are ready to behave appropriately.

Involving Parents/Carers

10. When parents/carers are approached it should be to seek their help and support and inform them of any incidents which may cause their child to become distressed or anxious. Involving parents/carers will, in most cases, follow these steps:

- An informal discussion with the class teacher regarding any incidents of unacceptable behaviour that they need to be aware of. This may happen on more than one occasion.

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- If behaviour problems continue parents/carers are asked to come in for a formal meeting with the class teacher and/or member of the senior leadership team.
11. To strengthen positive links within our school community, school staff are encouraged to keep parents/carers informed when their child has behaved well. This can be done verbally as well as by giving certificates.

Additional Strategies to support inclusion

12. It is important that within our school community both adults and children value their own as well as others individuality, to ensure, our continuing efforts of being fully inclusive. We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils. Where necessary the Behaviour Lead will ensure that individual behaviour support plans are in place.

13. In addition to this, we want all adults to reinforce the message that each child needs to take responsibility for their actions by:

- Stating clearly what is right and wrong.
- Explaining what is acceptable and unacceptable behaviour.
- Providing a clear, consistent structure for behaviour management throughout the school reinforced by support from parents/carers at home.

Staff development

14. We are committed to keeping our staff updated with any changes to our behaviour policy and strive to model consistency in all of our approaches.