



Nature, Nurture, Flourish and Fly

Seething & Mundham Primary School
Behaviour Policy

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Review Body	Local Governing Body
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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 honest
- We respect others
- We are tolerant

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:

- Establishing clear expectations of behaviour.
- Encouraging pupils to conduct themselves in a responsible, reflective and self-disciplined manner
- Providing opportunities to develop empathy and, caring about the needs and rights of others.
- All pupils and staff being treated with respect
- To prevent all forms of bullying.
- Working together with parents / carers to create a partnership between home and school.

When addressing behaviours verbally staff will be explicit in their request by saying the line “ I expect you to...”

We also finish our sentences with ‘thank you’.

School rules

Each classroom will display at the front a copy of our school rules:

- Listen and follow instructions
- Speak respectfully to everyone
- Take responsibility for property and equipment
- Keep hands and feet to ourselves

Our approach to positive behaviour.

6. In the first instance our default position will always be one of praise, this fosters a positive environment which sets the tone for our conduct in school:

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 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.

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 approach

7.1 We expect all of our children to be well behaved, but we will address any negative behaviour issues that occur. This should be proportionate and fair, and where ever possible follow the flow below, however more serious behaviours may warrant moving further up the steps.

In class

7.2

Pre step one a teacher will use their craft to address low level behaviours, this could be as simple as standing next to a child whilst talking, saying the child's name mid-sentence or making eye contact. However, if this does not work the teacher will:

STEP 1:

Any form of mild disruption/misbehaviour will result to a verbal reminder of expectations ("I expect....") using a school rule in the sentence. At this point the child is expected to acknowledge the reminder and correct their behaviour. Positive praise is given to the child when this is done.

STEP 2:

Failure to correct behaviour means that the child has ignored the 1st verbal reminder. Another display of misbehaviour will result in a child being directed to time out within class. This will be a separate table (where a child can continue their work for no more than 5 minutes). Alternatively, a more serious form of disruption can result in the child moving directly to step 2.

Once timeout is complete, the teacher will have a restorative conversation (appendix 2) with the child. Staff will conduct this conversation in private (unless this is one child impacting on another when this will happen together), ensuring safeguarding protocols are met, in a positive manner, giving the child a chance to reflect. The aim of this conversation is for the child to accept responsibility (referencing school rules specifically) for their behaviour, acknowledge who their behaviour is affecting and choose their next steps.

STEP 3:

If a child moves to step 3, it means they have ignored the 1st warning and time out given by the teacher. It also means that they have not responded to the positive conversation conducted by the class teacher which aimed at giving the child a chance to reflect and make better choices.

Alternatively, a child can move to step 3 for a serious form of disruption.

At this stage, the child is fully aware of who their behaviour is affecting, but has failed to make better choices. The child will be directed to time out in another class, with their work, for no more than 5 minutes. On return to the class a

verbal agreement will also be made, where the child is given a further opportunity to improve. The child's name and record of the incident will be recorded in the class behaviour log. The teacher or other staff members should remind the child of their agreement and offer ways to support them in managing it. Positive praise is given for children who are able to, or trying to, make better choices and repair the harm that has been done.

STEP 4:

A serious incident can result in a child being moved directly to step 4. Alternatively, reaching step 4 means a child is choosing to ignore warning, time outs, conversations and support that the teacher or other peers are giving. This is looked on as persistent, intentional misbehaviour. At this stage the child will be removed directed to the headteachers office. This is in order to not disrupt other children's learning any further, nor to taint the positive mood in class.

At this point, the child must fill out a reflection sheet (see appendix 1). The child will meet with the Headteacher to discuss what has happened. The next step is for the child and all other necessary participants to attend a formal restorative conference. The headteacher will conduct the meeting along with any other parties involved using restorative language. The restorative meeting follows the same format as in previous steps but is more formal for the child to understand that the situation has escalated through their persistent misbehaviour. Discussed in detail will be:

- For children to understand the impact of their actions.
- To reflect on who it has affected and how it made them feel.
- How they can put it right.
- What they can do to prevent this behaviour from reoccurring in the future.

From the meeting a social emotional plan will be drawn up, this will be shared with parents. At this point a sanction may also be agreed, but more importantly, actions will be written to agree on the next positive steps.

Details of the meeting will be recorded in the Behaviour log; the child's or children's parents/carers will also be informed in writing.

STEP 5:

Serious forms of misbehaviour can result in a child being sent directly to the Head Teacher. Alternatively, failure to change persistent misbehaviour or a break of contract can result to step 5. Here, the Head Teacher will deal with the situation appropriately, depending on the circumstances. Parents / carers will be called into the school for a restorative conference. The aim of the school at this stage will be to solve the situation in a restorative way. This could result in pupils being given a social and emotional plan which is a home-school behaviour agreement. In instances where the child/children are not willing to accept support or try to keep to their social and emotional plan, the school may be forced to take further action. If behaviour is extreme the school will use its powers to internally exclude or may exclude children for a fixed period. If the behaviour persists the school may seek to use its power to exercise a permanent exclusion.

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Class teachers will be directed to refer any children with two recordings in the behaviour log in a half term to the school wellbeing mentor. The behaviour logs will be monitored weekly by the senior leadership team, children who's name appears in the log, three times in a half term will have a parent teacher meeting, whereby the class teacher and parents can discuss on going issues and how this can be addressed in partnership. If after this meeting the child is still appearing three times a half term, the meeting will escalate to meeting with the parents and head teacher.

Sanctions will build incrementally and will be appropriate and fair. Sanctions should where possible be applied in order, however in more serious incidents this does not need to be the case.

- Loss of play time
- Multiple loss of play time
- Loss of lunch time play
- Multiple loss of lunchtime play
- Working in another class for a period of time (internal exclusion)
- Lunch time exclusion
- Fixed term exclusion
- Permanent exclusion

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 5 minutes.

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 headteacher, 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 your child 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. As with class there are layers outside too.

Step one

If a child is not following the rules outside, the child will be given a verbal reminder of how they should behave. This will use the school language of "I expect," followed by "thankyou." When the child has done as requested. At this point the child is expected to acknowledge their mistake.

Step two

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If a child is still not following the rule following a verbal reminder, then the child must then take some time out. This will be sat on the bench for no more than 5 minutes, following this the member of staff placing them on timeout must have a restorative conversation with the child (see appendix 2). The member of staff must then also fill in the appropriate behaviour log.

Step three

Following timeout, if a child is still not following expectations, they must be brought inside. They will then have supervised timeout in the dining hall. Following this maximum of 5 minute timeout, the child and member of staff placing them on timeout will agree how the child is to behave on return to the playground (if agreement cannot be reached divert to step 4). This will again be recorded in the behaviour log.

Step four

If after reminder and timeouts, a child is still not making the right choices they will need to be brought to the headteachers office.

At this point, the child must fill out a reflection sheet (see appendix 1). The child will meet with the Headteacher to discuss what has happened. The next step is for the child and all other necessary participants to attend a formal restorative conference. The headteacher will conduct the meeting along with any other parties involved using restorative language. The restorative meeting follows the same format as in previous steps but is more formal for the child to understand that the situation has escalated through their persistent misbehaviour. Discussed in detail will be:

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Details of the meeting will be recorded in the Behaviour log; the child's or children's parents/carers will also be informed in writing.

Step five

Serious forms of misbehaviour can result in a child being sent directly to the Deputy or Head Teacher. Alternatively, failure to change persistent misbehaviour or a break of contract can result to step 5. Here, the Deputy and/or Head Teacher will deal with the situation appropriately, depending on the circumstances. Parents / carers will be called into the school for a restorative conference. The aim of the school at this stage will be to solve the situation in a restorative way. This could result in pupils being given a social and emotional plan which is a home-school behaviour agreement. In instances where the child/children are not willing to accept support or try to keep to

their social and emotional plan, the school may be forced to take further action. If behaviour is extreme the school will use its powers to internally exclude or may exclude children for a fixed period. If the behaviour persists the school may seek to use its power to exercise a permanent exclusion.

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.
- 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.

Appendix 1

Seething and Mundham Reflection Sheet

 **What happened?**

What were you thinking?

What needs to happen to put things right?

What will you do differently next time?



Appendix 2

Details on Restorative conversations.

Look at what was not working

Look at who has been affected or upset

Decide how it can be put right

Find a way forward

- in a way that is fair to everyone -

To make sure that those who have been using poor behaviour can be held accountable they will be expected to take responsibility for their actions before the meeting starts.

This allows the school to:

Hold pupils accountable for their poor behaviour.

Give those affected by this behaviour the opportunity to be acknowledged and have the wrongs 'put right'.

Support those displaying poor behaviour to make better choices in the future

During a conference an agreement is made, this will list actions or promises that the individual/s need to agree to carry out so the conflict can be put right and doesn't happen again.

Someone within school will make sure that everyone is keeping to the agreement.

Parents/carers may also be invited to attend a conference if it is felt that it would be helpful for your child that you were there.