



South Bersted CE Primary Behaviour Policy

Web and/or Internal	Web & Internal
This policy should be reviewed every	Every three years
Policy approved by Governors	Spring 2018
Date of Review	Spring 2020
Member of staff responsible	Business Manager
Policy created by	SBS
Signed by Chair of Governors and/or Headteacher	

Introduction

This policy was developed through a process of consultation between members of staff, governors, parents, pupils and members of our school community. The approach outlined in this policy ensures a fairness and consistency. Its success is dependent upon the positive approach to behaviour and it emphasises the need to develop a child's self-esteem as this will influence whatever he/she does and how he/she behaves.

Aims

'At South Bersted Primary School we ensure that everyone is cared for and shares in the responsibility to care for others'

We achieve this by:

- Developing in all pupils a sense of self-discipline and an acceptance of responsibility for their own actions through the school's Christian distinctiveness, values, children's' roles of responsibility and key groups and the PSHCE curriculum.
- Promoting the values of honesty, fairness and politeness.
- Creating conditions in which effective learning can take place.
- Generating mutual respect between all school members, adults, teachers and pupils, without bias of culture, race and gender
- Working alongside children and parents to establish positive behaviours of children throughout the school.

Beliefs

At South Bersted CE Primary School we believe that positive relationships allow everyone to achieve their maximum potential and growth. We believe that our school should provide a safe, secure environment for learning and all have the opportunity to succeed. In doing this, we seek to actively develop a positive discipline policy which promotes good behaviour by having agreed rules within each class and across the school that are underpinned by the school's 3Ds and 5Ws (*Appendix 3*) the school's website and across the school).

Promoting good behaviour:

Across the school, we use a 'House System' to promote positive behaviours for learning, reward pupils for demonstrating the school's values and effort towards their learning, which supports our '*Growth Mindset*' approach. All adults in school can reward pupils by giving a child a token, which is linked to the whole school reward system: Class Dojo.

Each child is assigned to a house which is represented by a coloured PE shirt.

Shirt Colour	House Name
<i>Red</i>	<i>Fire</i>
<i>Yellow</i>	<i>Air</i>
<i>Blue</i>	<i>Water</i>
<i>Green</i>	<i>Earth</i>

During Friday's Collective Worship, the winning house for each week is announced. At the end of each half term, the house with the most points is rewarded with an enrichment afternoon.

In promoting positive behaviours for learning, the use of the Dojo system also allows parents to be notified – through an app – when their child receives a Dojo. Whilst having high expectations for behaviour, parents are also notified of behaviour that is considered to be unacceptable.

Rewards and good behaviour

All staff will teach, encourage, promote and model good behaviour in school. We must explain and demonstrate the behaviour we wish to see.

- Good manners
 - Please and thank you
 - Not interrupting
 - Not insisting on being first
 - Holding open doors
 - Welcoming visitors to the school
- Respect for others, the building and equipment.
- Listening to others.
- Self-control.
- Behaving in an orderly manner.
- Good working habits.

Ways of promoting good behaviour

Praise

- facial expression
- verbal comment
- written comment
- sharing child's achievement with their class, other teachers, DHT, HT.
- letter/praise postcards to parents
- home/school report book
- mention in 'Red Book' end of week celebration Collective Worship/assembly and their name in the weekly newsletter
- Dojo messages
- 'Star of the Week'

Rewards

In addition to the use of Class Dojos throughout the school, adults are encouraged to reward pupils in a number of other ways:

- stickers, badges, certificates.
- an activity.
- privileges.
- responsibilities.

Rights and Responsibilities

In addition to the school rules: 3Ds and 5Ws, at the beginning of the school year Class teachers agree a set of common class rules with their class based around the following principles:

- Talking (when appropriate or levels of noise, learning, movement (around the classroom and school buildings)
- Treatment of others (manners and respect)
- Problem solving and safety
- Respect for property

In cases where disregard is shown for these principles the class teacher will follow the 4Ws approach with the pupil, outlined below:

- *What did you do? (This will focus on the behaviour relative to the consequence)*
- *What rule did you break?*
- *What is your explanation?*
- *What do you think you need to do to put this right?*

*It may also be appropriate to consider; How can I help you with your plan to put things right?
(Supporting the pupil with apologies; mediation; restitution)*

Unacceptable behaviour

Unacceptable behaviour is determined through the class rules.

The following behaviour is always unacceptable:

- Bullying
- Deliberately damaging property
- Racial abuse
- Rudeness – defiance
- Sexual Misconduct
- Physical aggression, assault or violence
- Stealing
- Swearing
- Vandalism
- Verbal abuse and threatening behaviour

Any of these actions can lead to detention during lunch, suspension from break/playtimes, or in more serious cases internal or fixed term exclusion from school. If property has been damaged, the school may ask for it to be paid for by the parent.

We will also follow up reports of misconduct to or from school, informing parents of the incident when appropriate. We believe that it is very important that outside the school premises children continue to act as good ambassadors in the wider community.

Lunchtime Detentions

If a child receives three lunchtime detentions over a term, a yellow letter will be sent home to inform parents of the unacceptable behaviour. If a child receives, 3 further detentions amounting to 6 in total, a red letter is sent home and parents will be asked to attend a meeting with the Deputy Headteacher and the Class teacher to discuss their child's behaviour. If the behaviour continues and a child receives another detention, ie 7 detentions over a term, they will attend an after school detention.

Lunchtime Supervision

The school recognises the need for quality supervision on the playground at break times. All staff are aware of the need for supporting the behaviour of all children and in particular to be vigilant in specific circumstances. Consequently, there are clearly designated zones for supervision. Staff should be on the playground before children leave the school building and last off the playground at the end of break times. All staff on duty wears a yellow highly visible jacket and the first aider is identifiable by wearing an orange high visibility jacket.

In addition to this, Year 5/6 Peer Mediators, supported by Teaching Assistants and the DHT, are on duty at lunchtime and will deal with any conflicts arising that are brought to their attention. They relay any serious problems to the appropriate Class teacher.

Out of class Behaviour

Staff will ensure that members of the public are not inconvenienced or put at risk by pupil(s) activities or behaviour, and that they do not bring the school into disrepute.

Children with Social, Emotional Behavioural Needs

The InCo will work with parents and class teachers to ensure that full consideration is given to any key factors which may affect a child's behaviour and will work alongside others to ensure that appropriate support is given, seeking external advice and help when appropriate.

Levels of Behaviour Management in school

Level	Pupil Behaviour	Teacher Action	Extra Support
1	Pupil respects the rights of others, is co-operative and self-controlled	Positively reinforce behaviour – specific feedback e.g. encouragement, sharing success, responsibilities, red book, certificates, dojo points.	Involve colleagues, parents and whole school in pupil achievement.
2	Minor disruptions, talking, off task, poor concentration, low concentration levels.	Teacher seeks supportive solution with pupil, negotiating small steps to success. Use of lunchtime detention to complete work if appropriate, reflect on disruption caused. Uses range of behaviour strategies (<i>Appendix 1</i>)	If necessary involve DHT/InCo to define problem and assist in solution.
3	Persistently infringes on the rights of others. Rude or disruptive behaviour. Continuing level 2 behaviour.	Teacher consults with colleagues and informs parents. Monitor with behaviour/incident logs and continue range of strategies.	Involve support from DHT.
4	Continually breaches the rights of others, verbal or physical assault, defiance or continued determination in behaviour.	Teacher consults with colleagues, support staff and parents. Behaviour / incident logs kept and reviewed with HST. Modified playtime privileges, time out, daily behaviour report, agreed period of internal exclusion, withdrawal from school trip or other event	Must involve HST, parent.
5	Seriously violates the rights of others and shows no signs of wanting to improve e.g. abusive, poor effect on peers, uncooperative, verbal or physical assault.	Teacher refers the problems directly to HST (Headship Team). HST will consider action in accordance with the appropriate policies, including the Restraint and Health and Safety policies. After discussion with pupil and parents, internal or fixed term exclusion may be considered.	Involve HST, parent and other agencies.

Children's Posts of Responsibility (refer to further details on the school's website)

Children's Cabinet

- Eight children are selected by the Headteacher to form the Children's Cabinet.
- The Children's Cabinet are representatives from each of the other specific children's groups in the school and act as an executive group for all children.

Junior Governors

- Four year 6 children are elected annually to the role of Junior Governor.

School Council

- The School Council at South Bersted is made up of two elected members from each class from Year 1 to Year 6 and has an important role to play in improving our school.
- The Council meet regularly, with a School Governors and the Deputy Head, to discuss issues and from time to time to organise events.
- The Chair of the School Council is a member of the Children's Cabinet.

Peer Mediators

- Year 5/6 may apply for the post of 'Peer Mediator' who act as a point of liaison for any child who may be having friendship problems, need someone to talk to or to join in with their games.
- Peer Mediators report back to class teachers on a daily basis as appropriate.
- Regular meetings are held with the Peer Mediators, a Teaching Assistant and Deputy Head to discuss and review their roles and responsibilities.
- Appropriate training is given to Peer Mediators to enable them to support the playground friendship scheme.

Monitoring

The behaviour of the children and success of this policy will be monitored continually by the Deputy Head. Lunchtime and class incidents are monitored through the lunchtime detention log and are analysed on a half-termly basis. Information about the behaviour of the children will be sought informally from the whole school community. Behaviour, both in and out of class, is monitored by the Deputy Head on a 'drop in' basis each half term.

Anti-Bullying Policy (refer to separate Anti Bullying Policy)

The reasons we will challenge bullying behaviour in our school are:

- The safety and happiness of the pupils
- To ensure educational achievement
- In order to promote the right model for helpful and positive behaviour

AIMS

- To be vigilant and responsive to bullying behaviour
- For pupils and parents to feel that the school takes action against bullying
- To have no bullying incidents
- For there to be a willingness of all pupils to report incidents of bullying in order to develop a culture where a bully is not tolerated

DEFINITION

At South Bersted CE Primary School we define bullying as being:

“When someone deliberately continues to hurt someone over and over again and when they hurt your feelings or your body.

Bullying can be cyber, physical or verbal”.

Bullying can take many forms, but the main types are:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber all areas of internet ,such as email, internet chat room misuse, sexting and mobile threats by text messaging & calls
misuse of associated technology , i.e. camera & video facilities

PREVENTION

Curriculum

We aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and build an anti-bullying ethos by:

- Raising awareness about bullying behaviour as part of the work on relationships that each class does in PSHCE every year. Mobile phones are not allowed in school, except for year 6 children are allowed to bring a mobile phone and hand it in to the school office at the beginning of the school day. Children will be taught about mobile phone bullying and safe internet use in PSHCE and at times when using computers.
- Teaching pupils how to challenge bullying behaviour
- Using weekly assemblies, circle time and via the children’s roles of responsibility and key groups.

Environment

We will ensure that the external environment supports play and good behaviour by

REPORTING

We will encourage pupils to report incidents to:

- Teachers
- Supervisors
- Teaching Assistants
- Parents
- Other children

and by treating them seriously and investigating them fully. All accounts will be listened to and the children watched at play.

PROCEDURES

To be followed where an incident of bullying has taken place:

Action	Responsibility of	
1.	Problem solving approach – depending on children involved	DHT
2.	Remove the bully from the situation	DHT
3.	Involve parents and draw up behaviour plan	DHT/InCo
4.	Behaviour monitored by an adult	DHT/InCo/T/TA
5.	Involve external agencies	DHT/InCo
6.	Exclusion from school	HT

Everyone has a role to play in implementing a whole school anti-bullying policy.

This policy has been written with reference to the above and the following:

Delivering the behaviour challenge – Dfe - 2009

Ensuring good behaviour in schools - Dfe- 2011

Behaviour and discipline in schools – Dfe – 2011

Anti-Bullying Guidance for Schools – DCSF - 2007

<http://www.kidscape.org.uk/professionals/index.asp>

Appendix 1

Non Verbal Cueing

Non-verbal cues are a quick and effective way to raise a pupil's behavioural awareness. This could be pointing to your ears to indicate a group should be listening or holding up an open hand to indicate that the teacher would like a groups or classes attention. NB – when using cues it is important to be aware of emphasising or gesticulating in a non-threatening way (not pointing or tapping on a table for example).

Immediate consequences

Examples include:

- sitting away from others (after repeatedly distracting fellow pupils)
- working away from others (relocation in the room)
- cool off time within the room.
- time out, away from the activity or classroom.

Deferred consequences

Deferred consequences range from the 'chat after class', through to a lunchtime detention. A deferred consequence such as a detention should relate to the behaviour, e.g. finishing off work, or drawing pictures / describing what went wrong and how to fix it.

Following up

Some behaviour issues can be followed up after class. This may include cleaning/packing up in own time or finishing work during lunch and then follow up the behaviour one to one with the pupil.

When following up consider:

- 'calm' self before calming the pupil.
- tune in to how they may be feeling.
- avoid 'rushing' the dialogue.
- use open body language and avoid crowding personal space.
- avoid arguing; keep the focus on the behaviour/issue.
- adopt a pleasant tone.
- refer the pupil to the class agreement or rule that has been broken.
- allow the right of reply.

This may also involve a 'negotiated consequence' where the teacher and pupil agree an appropriate resolution / restitution for the situation.

'I' statements

These can be used to convey the teacher's needs and concerns or to tune in to the pupils needs and concerns:

'I can see you're upset, is it because...' or 'I feel concerned/worried/upset, that you are...'

It may also be directional

'I want you to put your hand up without calling out' or 'I want you to go back to your seat and work...'

Safe Touch

Touch on the upper arm/shoulder to affirm an instruction or to provide physical reassurance.

More than 'catching them being good'

Children with high attention needs and distracting, disturbing attention behaviours also need to be taught how to gain fair and appropriate attention. To do this we need to directly teach them alternative patterns of behaviour and social skills. With all children we need to be aware of ensuring we have communicated in the best way for them e.g. discussion, modelling, drawing, social stories etc.

Appendix 2

Behaviour checklist for teachers

Classroom

- ✓ Know the names and roles of any adults in class.
- ✓ Meet and greet pupils when they come into the classroom.
- ✓ Display rules in the class - and ensure that the pupils and staff know what they are.
- ✓ Display the tariff of sanctions in class.
- ✓ Have a system in place to follow through with all sanctions.
- ✓ Display the tariff of rewards in class.
- ✓ Have a system in place to follow through with all rewards.
- ✓ Have a visual timetable on the wall.
- ✓ Follow the school behaviour policy.

Pupils

- ✓ Know the names of children.
- ✓ Have a plan for children who are likely to misbehave.
- ✓ Ensure other adults in the class know the plan.
- ✓ Understand pupils' special needs.

Teaching

- ✓ Ensure that all resources are prepared in advance.
- ✓ Praise the behaviour you want to see more of.
- ✓ Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- ✓ Differentiate.
- ✓ Stay calm.
- ✓ Have clear routines for transitions and for stopping the class.
- ✓ Teach children the class routines.

Parents

- ✓ Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

At South Bersted we...



3 DS

do follow directions.

do keep hands, feet and objects to ourselves.

do speak kindly and politely

5WS



will do our best in everything we do.



will work hard and produce good quality work.



will be prepared to help out even if the task is small.



will look after our school environment both inside and out.



will be at school on time, neatly dressed in school uniform, having the right equipment for each day.