

	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 2020
Date of Review	Spring 2023
Member of staff responsible	Headteacher
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 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.

At South Bersted Church of England Primary School, we believe that positive relationships allow everyone to achieve their maximum potential and growth. As part of our school vision at South Bersted Church of England Primary School, we are committed to ensuring that *'pupils are encouraged to embrace challenges and become lifelong learners in a safe, secure and nurturing environment.* 'In doing this, we seek to actively develop a positive behaviour 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 1*).

We aim to 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 the school's 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.

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.

Promoting good behaviour:

We recognise that the clear structure of predictable outcomes have the best impact on behaviour. Our policy sets out the rules, routines and visible consistencies that all children and staff follow.

Following discussion with pupils, a 'House System' was introduced in 2018 to promote positive behaviours for learning. All pupils are allocated to one of the school's four houses - Earth, Water, Fire and Water - on entry to the school. Pupils are rewarded for demonstrating the school's values, academic achievement and effort towards their learning, which supports our '*Growth Mindset*' approach, which is linked to the whole school reward system: Class Dojo.

To ensure a consistent approach, which is underpinned by our vision and values, and high expectations pupils across the school receive Green Dojos for:

- Aiming for Excellence (academic achievement),
- Acts of Kindness (demonstrating the school's values),
- Perseverance (effort towards their learning which is above and beyond what is expected).

All adults at South Bersted C of E Primary School can reward pupils through the use of House Points by giving a child a white token. 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 celebrating positive behaviours for learning, the school's 'House System' is linked to the Class Dojo system, which also allows parents and carers to be notified – through an app – when their child receives a House Point (Green Dojo).

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

- stickers, badges, certificates,
- taking home the class teddy and diary for the weekend,
- an activity,
- roles of responsibility,
- sharing a child's achievement with their class, other teachers, DHT, HT,
- half termly letter/praise postcards to parents,
- entry in the '*Red Book*' end of week celebration Collective Worship and their name in the bi-weekly newsletter,
- Dojo messages to parents/carers.

It is expected that all staff will teach, encourage, promote and model good behaviour at South Bersted CE Primary School; therefore all staff and volunteers must explain and demonstrate the behaviour that is expected of all pupils.

- Good manners:
 - Please and thank you,
 - Not interrupting,
 - Not insisting on being first,
 - Holding open doors,
 - Greeting pupils at the start of the day,
 - 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.

Unacceptable behaviour

Unacceptable behaviour is identified through not following the school rules: 3Ds and 5Ws or by not following the agreed 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

Sanctions:

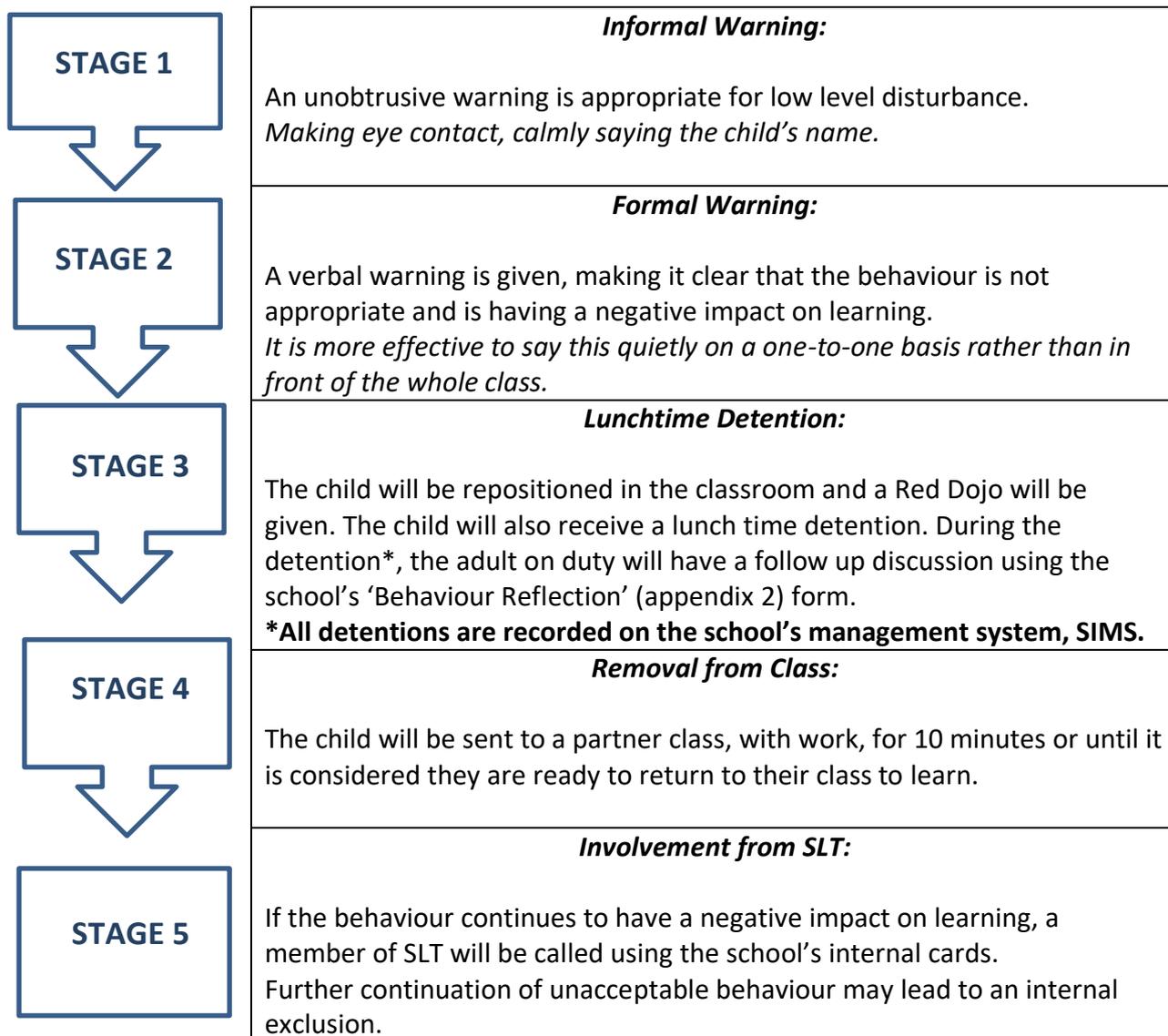
Any of the above actions can lead to detention during lunch, suspension from break/playtimes, or in more serious cases internal or fixed term exclusion from school.

If property has been damaged, the school may ask for it to be paid for by the parent.

It is recognised that every child is an individual and as such has individual needs. Therefore, although the steps below are outlined in detail, it may be necessary for professional judgement to be used in certain cases, which would result in a deviation from the agreed protocol.

These steps provide a clear approach and structure for dealing with unacceptable behaviour and should be followed on all occasions, unless there are reasonable grounds for acting otherwise.

The aim of the sanctions is to give pupils a clear and consistent understanding of the consequences that are a result of unacceptable behaviour.



Lunchtime Detentions:

If a child receives five lunchtime detentions over a term, a yellow letter will be sent home to inform parents of the unacceptable behaviour. If a child receives 5 further detentions, 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. At this point, an 'Individual Behaviour Support Plan' (Appendix 3) will be created to support improvements in behaviour.

All detentions and the reason for a child being in detention are recorded on slips and uploaded onto the school's management system, SIMS. Each half term, a report is generated and the detentions are assessed for trends and patterns, which form part of the Headteacher's report to Governors and the school's self-evaluation process.

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 wear a yellow highly visibility 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 a member of SLT, are on duty at lunchtime and will deal with any conflicts arising that are brought to their attention.

Internal Exclusions

Where a child is at risk of exclusion, it may be appropriate for an internal exclusion to be used in the first instance. This is intended to make clear to the pupil the need for a significant change in behaviour. In such cases, the pupil will work in a partner class, or in the Headteacher's office, completing work set by the class teacher or Headteacher as appropriate.

Where an internal exclusion is used to manage behaviour, parents will be informed. In addition to this, parents or carers will be requested to attend a meeting to discuss the support and expectations that need to be put in place.

Fixed – Term and Permanent Exclusions

It is the school's hope that exclusions will be a very rare final sanction; however in extreme circumstances it might be invoked. It would normally be required if a child had shown gross disregard for the school rules and/or:

- Committed an offence outside the law,
- Put others (children or staff) at risk, including physical and or/ sexual assault,
- Seriously impacted the education of others.

In exceptional circumstances, it may be appropriate to permanently exclude a child from South Bersted CE Primary School. This decision will be considered as a last resort where it is felt that a child's continued attendance at the school would seriously harm the education or welfare of other pupils in the school, or in cases of serious or persistent breaches of this policy.

Use of Reasonable Force:

Managing children's behaviour may sometimes require, for safety reasons, physical intervention. Relevant staff have received Team Teach training.

For further information on the use of reasonable force, please refer to the school's separate policy.

Anti- Bullying: (Please see separate Anti-Bullying Policy)

Bullying of any kind is unacceptable and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school and encourage all pupils to 'Speak out and Stay Safe.'

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or

bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

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 is not:

- a one-off fight or argument,
- a friend sometimes being nasty,
- a disagreement with a friend.

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

Out of class Behaviour

The law states that Teachers have the power to discipline pupils for misbehaving outside of the school premises, ‘to such an extent that is reasonable,’ (*DFE Behaviour and Discipline in Schools 2016*).

South Bersted CE Primary School will investigate non-criminal bad behaviour and bullying which occurs outside the school premises and which is witnessed by a staff member or reported to the school. The school will respond in the same way as it does to inappropriate behaviour within school and may impose the same sanctions in discussion with parents and members of the public involved.

The school may put in place consequences when a pupils is:

- taking part in any school-organised or school-related activity,
- travelling to or from school,
- wearing school uniform,
- in some other way identifiable as a pupil at the school,
- misbehaving at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school,
- posing a threat to another pupil or member of the public that could adversely affect the reputation of the school.

Whilst on school trips, 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.

Strategies to support children to manage their behaviour

In working alongside families, the school will implement an 'Individual Behaviour Support Plan' if a child's behaviour is a cause for concern. A plan will be created if a child reaches 10 lunch time detentions in a term, or earlier if there is a need for an intervention. The plan is created with the child, parents and the class teacher, with key focus on the child identifying their behaviours and the steps they need to take to improve their behaviours.

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.

Targeted in school support, including access to nurture sessions or psychotherapy may also be necessary for pupils.

At South Bersted C of E Primary School, we consider the health and safety of all children is paramount. Therefore in certain situations where a child's behaviour is a cause for concern, discussions will be held between the parents and the school's SLT as to what action needs to take place for a child to participate in a visit or activity outside of the school safely. Actions may include:

- A parent or responsible adult from the child's family accompanying the pupil,
- The pupil remaining at school where another teacher takes responsibility for them.

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

Anti-Bullying Guidance for Schools – DCSF - 2007

Behaviour and discipline in schools – DfE - 2016

Delivering the behaviour challenge – DfE - 2009

Ensuring good behaviour in schools - DfE- 2011

Exclusions from maintained schools, academies and maintained schools – DfE – 2012

Appendix 1: School Rules

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.

My Behaviour Reflections



Name _____ Location _____

Date _____ Time _____

What went wrong today?

How upset did I get?



Very upset



Quite upset



A bit upset



Not upset at all

Did I stay calm?



Yes



No

Which rule did I break?

How do I think my teacher feels about this behaviour?

What can I do now to make things better?

Which adults can help me to do this?

How do I feel now?



Very upset



Quite upset



A bit upset



Not upset at all

What can I do to stop this happening again?

Appendix 3

South Bersted Individual Behaviour Support Plan



Name: _____ Date: _____

Strategies that I respond well to are:

Strategies that I do not respond well to are:

Things that make me anxious are:

My Outcomes	I can strategies	Who is going to help me?	2 week review	4 week review	6 week review	Actions to follow 6 week review
	 Child	 Parent School	 Child Parent School	 Child Parent School	 Child Parent School	
		•				
		•				

How do I feel about my behaviour?: Beginning Baseline



1	2	3	4	5	6	7	8	9	10
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How do I feel about my behaviour?: Week 6 Review



1	2	3	4	5	6	7	8	9	10
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Appendix 4

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 5

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.

