

SOUTHMERE PRIMARY ACADEMY



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Behaviour Policy

Autumn 2017

Ethos

The staff at Southmere Primary Academy work hard to create a calm and positive atmosphere in which children will develop and thrive. By developing an atmosphere of consistency and trust we aim to foster positive attitudes throughout the school. **ALL staff have high expectations of children's behaviour and lead by their own example, displaying a corporate responsibility for the behaviour and conduct of pupils throughout the academy.**

We recognise that there is a strong association between good behaviour and stimulating, engaging teaching. High expectations of teaching and learning ensure that work is presented in exciting and motivating ways, well matched to the needs of individuals. When working with children, staff are extremely aware of the need to 'catch them being good' and strive to develop children's positive self-esteem in order to secure good learner behaviour.

Staff ensure that the learning environment is secure and safe. Well-resourced and attractively presented teaching areas encourage the children to become interested and caring members of the school family.

Parental support is highly valued and staff work closely with parents to promote a high standard of behaviour throughout school and beyond.

We aim to help children to develop a mutual respect for others and to help them to feel a sense of ownership and community within the school. With this aim in mind, children, staff, governors and the wider school community have worked hard to develop an appropriate behaviour policy suited to the needs of all pupils at our academy.

We have a well-developed PHSE program based on the JIGSAW approach to support the teaching of good behaviour and citizenship through a package of curriculum and support materials. We follow the philosophy of the programme in our teaching of language to empower children to discuss emotions and feelings and make decisions, explain choices to children and develop a sense of personal responsibility in the child's ability to act.

Our Aims

Are that **all** members of our school community:

- are keen and eager to come to school;
- show interest in school life, and are involved in the range of activities the school provides;
- behave appropriately at all times, and are courteous, trustworthy, honest and show respect for each other and property;
- take responsibility for their own actions;
- form constructive relationships with one another;
- thrive in an atmosphere free from oppressive and/ or discriminatory behaviour, which may include bullying, sexism and racism amongst others;
- reflect on what they do and understand its impact on others;
- respect other people's differences, particularly their feelings, values and beliefs;
- show initiative and are willing to take on additional responsibility;
- have high levels of attendance and punctuality.

All members of the school community are expected to abide by the Northern Education Trust One Academy Rule sets out the minimum expectations for all behaviour and conduct in school:

“Every student and adult is expected to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect for other people at all times.”

Maintaining good behaviour

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour. Staff will aim to always:

Ensure the work is matched to the needs of the children and that it is clear what has to be done by groups or individuals;

Be flexible and reflective to ensure that consideration is given to the variety of preferred learning styles;

Create an interesting, stimulating and attractive classroom environment, in which everything has its place;

Ensure that children are attended to effectively by moving around the classroom and avoiding queuing;

Be aware of what is happening in the classroom and immediate teaching and cloakroom areas.

Staff will support each other when necessary to ensure that difficulties are managed together. Teachers and other members of staff should not feel that they have to manage behaviour difficulties alone. Staff understand that good behaviour is a necessary condition for effective teaching and learning and work hard to support children in developing their own positive approach within school.

Academy Rules

These are based on the principle that all children have the right to learn and all teachers the right to teach. These rules are at the **heart** of our academy;

Honest: We always tell the truth

Excel: We aim high

Attitude: We are positive and engaged

Respect: We value ourselves, each other and our school

Try, try, try: We never give up

In addition to this children are also expected to:

- Come to school on time each day, ready to learn;
- Take ownership for their actions and pride in their work;
- Talk about their problems and listen to constructive comments;
- Behave well out of school- they are ambassadors for Southmere Primary.

Children will be taught about good behaviour and staff will ensure that children are given explicit instruction in what constitutes good behaviour or manners and that these are rewarded as and when appropriate. All staff are expected to model such behaviours to pupils at **all** times.

Staff will always work to ensure that rules are applied firmly, fairly and above all **consistently**. They will listen to children, encouraging them to discuss problems, avoiding confrontation. The use of humour and distraction cannot be under-estimated in diffusing difficult situations. All classrooms will display the academy rules and adults will refer to this regularly ensuring that all pupils are also very clear about the sanctions which will occur should these not be followed.

Each class will then develop a class charter which is produced jointly to identify the rights of everyone within that class and which may then further focus on specific aspects of the academy rules in order to actively improve learner behaviour as appropriate to the needs of the class group.

Rewards

We understand the need to raise good behaviour through effective teaching and rewarding children's efforts. Our behaviour system is based on a scheme of rewards which are for individual endeavour but also promote teamwork. We

also understand that rewards can lose their effect if they come to be expected or over-used. Rewards can be tangible e.g. a sticker or of a more intrinsic nature e.g. targeted specific praise, a pat on the back etc. Staff will ensure that rewards are used to their maximum effect by:

- Giving rewards as immediately as possible;
- Making rewards as specific as possible;
- **Never** taking away a reward;
- Being unexpectedly generous;
- Making rewards cumulative;
- Making rewards co-operative.

Teachers use carefully selected targets, which are directed at individuals groups or a whole class as appropriate to the needs of the children at any one time.

Within each class the visible behaviour system is used in which each child is able to achieve a green card by following the academy rules and demonstrating good learner behaviour. Where behaviour is exceptional they may be awarded a **shooting star** card. If behaviour falls short of our high expectations a yellow or red card may be given with sanctions appropriate (see sanctions section). Any red or yellow cards will be removed at the beginning of a new session to provide an opportunity to start afresh with the correct behaviour.

Further specific rewards include:

- Star of the Week
- House Points
- Pride of Southmere
- Short term focus awards
- Lucky Lunchtimes

The above rewards will be applied regularly by staff but may also be supplemented with some of the following amongst others:

- Verbal praise
- Positive comments written on work
- Positive messages sent to parents
- Stickers
- Sending a child to another teacher for reinforcement
- Phone call home

Sanctions

All children are expected to follow the academy rules. For those children who choose not to adhere to these rules the following procedures must be followed:

- i. The child is given a verbal reminder about what the expected behaviour is;
- ii. The child is given a verbal warning which details what the child has done wrong, and how this could lead to a warning card;
- iii. The child is given a yellow warning card. This is recorded in the classroom. It is made clear that continued wrong choices may lead to a red card. The yellow card can be removed at any time should behaviour improve;
- iv. The child is given a red card. The child is removed from the classroom by a learning mentor, who addresses the behaviour and refers the pupil to the Principal or other member of the Senior Leadership Team.
- v. **IF** the pupil is in Y4 or below or in Y5 / 6 and collected by a parent the teacher should inform the parent at the end of the day. Where a child is not collected at the end of the day a phone call should be made home and if there is no answer a text message is sent to parents to notify them that a red card has been issued.

We approach 'every session' as a new session. Children have the right to put previous problems behind them.

Removal from planned curricular activities, such as swimming or PE will not be used as a sanction unless the unacceptable behaviour relates particularly to the activity.

If serious cases of unacceptable behaviour occur, step 5 will be used immediately. Very serious or repeated cases of bad behaviour will be dealt with by the Principal (or their designate) and may result in exclusion.

All incidents which result in a red card are recorded on the CPOMs system. These records are evaluated regularly to highlight individual issues and trends which need addressing.

Within **Early Years** due to the age and development of the learners the behaviour approach is tailored specifically to the needs of the children. Throughout Nursery and Reception behaviour expectations are taught, modelled and revisited often both to whole groups and to individuals. A large proportion of time and expertise is taken in setting a very firm foundation for our youngest pupils. Rewards play an enormous part in this approach and the use of sanctions is both immediate and tailored to both the misbehaviour and the child's developmental stage. Parents are informed of any serious misbehaviour at the end of the day / session usually by the child's keyworker. Very close liaison between nursery and reception staff supports behaviour

expectations well. As children progress through Reception the approach used throughout KS1 is introduced as appropriate.

*Where appropriate a system of **Community Payback** is used to provide pupils with the opportunity to recompense the school community for their inappropriate behaviour, for example a pupil may undertake a litter pick as recompense for damaging school property. This is used at the discretion of senior staff where deemed an appropriate and effective sanction.*

Serious actions which may override behaviour procedures

If a child displays behaviour which is of a more serious nature the teacher / adult **may** override the procedures of yellow card warnings and send the child immediately to the Principal. Such instances might include a child:

- Hitting another child
- Being openly defiant
- Leaving the group without permission

A teacher/adult will bypass procedures and go straight to the Principal if a pupil does any of the following:

- Swears openly in front of an adult in school / Swearing at an adult or child
- Violence against an adult or child causing injury
- Failure to leave the classroom when directed
- Aggressive behaviour with furniture / equipment

Persistent Disruptive Behaviour

For any pupil who does not respond to the behaviour system within school and whose behaviour choices are persistent they will initially be placed on a behaviour chart which clearly states one or two very specific targets which the child is expected and supported to achieve in order to improve their behaviour.

Should this fail to result in sufficient improvements in behaviour the Principal's monitoring sheet will be used. At this point the class teacher will contact parents to explain this situation. The monitoring sheet must be sent to the Principal for review every day and the decision to cease monitoring is taken in conjunction with the child, class teacher and Principal.

Should there be no progress after two weeks of daily monitoring a meeting will be convened with the parents, class teacher and Principal who will agree a support program with clear sanctions and rewards both at home and school linked to clear, realistic targets for improving behaviour.

Where behaviour is purely a concern at break or lunchtimes then the same systems would be applied as above with targets appropriate to the situation.

During all stages of monitoring there is an expectation that the class teacher directs the child to see the Principal at the end of each day with their chart to discuss their behaviour that day.

When any form of monitoring is commenced it is expected that the class teacher maintains an open, regular dialogue with parents. Again all uses of monitoring sheets are recorded on the school CPOMS management system. The Principal then monitors recorded behaviour on a monthly basis in order to analyse impact, vulnerable groups etc.

Should this fail to improve behaviour advice will be sought from external sources such as Place2Be, EP, behaviour support and consideration will be given as to whether the commencement of a CAF would support both the child and the family.

Exclusions

Where a behaviour is deemed to be of a serious nature this may result in a fixed term exclusion in line with the DFE policy and guidelines. In such an instance parents are expected to bring the child to meet with the Principal upon their return to school in order to reaffirm expectations about acceptable behaviour and to reinforce home-school liaison. For all exclusions work is sent home with the child and should an exclusion exceed five days an arrangement will be made for the pupil to be educated at a local primary school with the support of a school adult.

Additionally, should pupils persistently demonstrate inappropriate behaviour or an episode of serious misbehaviour at lunchtimes they may be excluded for a fixed number of lunchtimes.

Parental Support

Parents are informed and supported in helping their children with the high expectations which the school has of behaviour. Information sheets, informal support and parent workshops will be used as and when suitable to ensure that school and parents work together to support good behaviour. Southmere Primary Academy values parental support highly. Parents are informed about both good and poor behaviour, either directly through contact with staff or by letter. When children begin full-time education parents and pupils are expected to sign a home-school contract, as are children who transfer to school.

Parents are encouraged to talk to their children and support is offered from staff for such discussions to take place in school where appropriate. The Principal has an 'open door' policy and encourages parents to discuss their child's behaviour if this is appropriate.

The Pastoral Support Team plays a key role in supporting parents who may express concerns about their child's behaviour outside of school.

Discussions with class teachers and parents regarding behaviour are logged on CPOMs.

Support

Children who present behaviour problems on a regular basis *may* be given further support to ensure SMART targets are set to improve good behaviour. Such targets will take careful consideration of the individual needs of the child. Staff who are concerned about persistent behaviour difficulties discuss provision with senior staff. Some of the strategies which may be used as part of our in-school management of such difficulties are:

- Use of individual home-school record books;
- Specific target and reward systems negotiated with the child;
- The use of circle time to discuss particular issues;
- The use of self-esteem building tasks e.g. work based on what a child can do or is good at;
- Roles of responsibility organised to suit the child;
- Targeted intervention work

The expertise of the other agencies may be sought and further tasks developed based on the individual needs of the child.

The Academy may also use Bradford's Behaviour Team's ABC tracking system, which helps to identify triggers quickly to enable the team working with the child to support them in improving behaviour.

Whole School Gatherings

Staff support the person leading the assembly by ensuring that children are quiet on entry / exit and throughout the assembly to enable the person delivering to maintain high quality.

Lunchtimes / Breaktimes

In order to support children's good behaviour we endeavour to provide as much quality support as possible in playground areas. Lunchtime supervisor posts are at times related directly to manage known areas of difficulty, for example leading team games which ensures disagreements do not then filter into the start of afternoon sessions.

UKS2 pupils act as PALs (Playground Activity Leaders) and Peace Pals at lunch and break times, they are readily identifiable in their red and yellow hoodies.

Playground Rules

1. I stay within the section of the playground I am asked to.
2. I only use school playground equipment, using it in an appropriate way.
3. I do not play in a rough manner.
4. I stop when I hear a whistle.
5. I treat lunchtime staff with respect.

Dining room behaviour

1. I move around the dining room carefully.
2. I say please and thank you when asking for my lunch.
3. I talk to only the people on my table in a quiet voice.
4. I use good manners when I eat my lunch.
5. I clean my plate / packed lunch when I am finished, leaving the dining hall tidy.

Line-up code

1. I walk to the line following the teacher's instruction.
2. I make a straight line.
3. I leave a person space.
4. I walk in silence to the class.

Children are rewarded for playground behaviour either by the teacher or the lunchtime supervisors. The lunchtime supervisors have special stickers and are able to award team points for good behaviour at lunchtime too. The lunchtime supervisors pass on information regarding children who do not follow the playground rules and follow the system below:

1. Be given a verbal reminder about expectations, if appropriate for the level of behaviour;
2. Be given a warning card – the last opportunity to not receive a further sanction;
3. Be given a red card – their name is written in the playtime book for tracking purposes, and the child misses five minutes of their playtime immediately.

In cases of extreme behaviour, lunchtime supervisors call on the Principal or senior member of staff for assistance.

Wet playtimes

Children stay within their own class area. Activities are used which allow children to cooperate and remain calm. Teachers ensure that each classroom has a box of wet playtime activities which the pupils are aware of so that only appropriate equipment is used during this time.

Behaviour outside of school

During off-site visits staff will have the same expectations of pupil behaviour and will group children accordingly in order to support these expectations. School may also take action regarding behaviour beyond the school day for example where it may impinge on activity throughout the school day, when an incident has happened on the way to or from school or where it may damage the reputation of the school. This includes inappropriate use of the internet / social media platforms in some circumstances.

Bullying

The academy has a strong policy of anti-bullying. Bullying is not tolerated and we aim to provide an environment where bullying will not thrive. Where incidences of bullying are reported or observed the teacher will deal with any issues which arise sensitively with both the bully and the victim either on a one-to-one basis or through circle time. Parents will be informed as soon as possible for issues which are a concern. The Principal or most senior member of staff will be informed where issues arise which are persistent or worrying in nature.

We acknowledge that bullying may happen at any time, although staff may not be aware of it. We aim to make ourselves and children more aware of bullying by addressing the issue in assemblies and through the curriculum. Children are encouraged to confide in any member of staff, parents or friends

All incidents are treated seriously and the appropriate action taken to deal with the bully and help the victim.

The role of parents is important in reducing any incidents of bullying and they should watch out for signs of distress such as repeated illness, damaged clothing etc. Parents should always encourage their children to tell a member of staff.

All incidents of concerns regarding bullying are logged on CPOMs.

See also Anti-bullying policy.

Discriminatory Behaviours

The academy has a zero-tolerance towards all discriminatory behaviours including name-calling and has a comprehensive Single Equality policy in line with the DFE and LA. All staff are aware of the need to report any such issues using CPOMs. Such behaviours may include those based on differences such as race, gender, religion, disability, sexual identity and age.

Transition

It is recognised that transition points at any stage in a child's school career can present difficulties so careful transition procedures are followed in school to minimise any potential impact upon behaviour. Information is shared explicitly between current and receiving staff in the summer term. Transition arrangements enable all teachers to establish quickly expectations and routines which support good behaviour. Where pupils are transferring to secondary school both Y6 staff, SENDCo and Principal liaise with receiving schools to support pupils for whom this may present a challenge in terms of behaviour. Reception staff also liaise closely with other providers to gain information about pupils who have not attended the school nursery. Nursery staff liaise closely with other providers where new pupils have attended other settings previously.

Professional Development

The 2012 Teaching Standards set out the following expectations which link to the behaviour policy:

A teacher must:

- Set high expectations which inspire, motivate and challenge pupils;
- Establish a safe and stimulating environment for pupils, rooted in mutual respect;
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils;
- Manage behaviour effectively to ensure a good and safe learning environment;
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Keeping up to date on developments in effective behaviour management is integral to CPD within school for both new and established staff. For new staff it is a key part of their induction from their immediate leadership team member that they are introduced effectively to the academy behaviour systems and the expectations of their conduct with pupils.

Staff regularly support each other through informal discussions and sharing of approaches for particular pupils sharing their expertise. Where a member of staff requires a more structured level of support appropriate provision is put in place.

Use of Reasonable Force

In line with DFE non-statutory advice all members of the school staff have the legal right to use reasonable force in a range of exceptional circumstances, the definition of which is taken as to be “reasonable in the circumstances” and no more than is needed in order to control or restrain. The rare decision to intervene physically will be down to the professional judgement of the member of staff, such circumstances *may include*:

Prevent a pupil from physically harming a child or adult
To stop a fight in the playground
Restrain a pupil at risk of harming themselves through physical outbursts

Staff cannot ever use physical force as a punishment – this would constitute illegal behaviour.

If such physical contact has been necessary it must be communicated directly to the Principal or most senior teacher on site who will record the incident and inform parents.

Any complaint about the use of reasonable force will be dealt with swiftly and transparently with the onus being on the person making the complaint to prove the allegation to be so. Procedures outlined in *Dealing with Allegations against Teachers and Other Staff* (DFE 2011) will be applied.

The need for staff training in restraint is reviewed regularly in terms of the needs of current pupils and would be sought when reviews identify needs for key staff.

Screening, Searching and Confiscating

School will invoke its legal powers to search without consent where it is expected that a pupil has brought into school any of the following:

Knives
Weapons
Alcohol
Drugs
Stolen items

If such a search is required this will be undertaken by a member of staff of the same gender as the pupil and in the presence of the Principal or other senior teacher. Should any of these items be found they will be disposed of in line

with legal guidelines, parents contacted and appropriate sanctions put in place.

The academy does not prescribe a list of banned items however if there is concern that another inappropriate item has been brought into academy staff are able to search with pupils consent i.e. asking pupils to turn their pockets out, open bags etc. Should a pupil refuse to comply with this request this will be taken as a breach of our behaviour expectations and appropriate sanctions applied.

Complaints

The Governing Body has a general complaints procedure. If a pupil or parent feels that the measures or sanctions in the behaviour policy are unfair, or have been unfairly applied, then they can lodge a complaint through the academy's complaint procedure. It is usually best for issues to be resolved informally, but parents and pupils are made aware of their right to make formal complaints about disciplinary (and other) matters.

Where a pupil is found to have made a false or malicious allegation of abuse against a member of school staff (or indeed another pupil), this is a serious matter on which the academy will take appropriate action.