

# Sandringham Federation of Schools

## BEHAVIOUR POLICY

### **Rationale**

As a school we feel it is important to promote a caring, supportive and Christian environment to enable all members of the school community to feel secure, respected and to promote good behaviour in others. The development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the school curriculum and therefore demand planning.

### **Aims**

We aim to:

- ensure consistency of care;
- be fair and to be seen to be fair;
- treat all with respect;
- have clear expectations and strategies to ensure they are met;
- provide planned activities which motivate all to learn, both academically and socially
- to embed the core Christian values to enable our children to grow into happy, confident and caring adults.

### **School Rules**

All School Rules are based on 3 core principles:

#### **READY, RESPECTFUL, SAFE**

Relentless routines will be applied in classes and throughout school to make expectations clear to learners.

Classroom rules and Sanctions are drawn up with each class at the beginning of the new school year, and are based upon the following principles:

- we understand it is alright to make mistakes because we can learn from them;
- we are kind and friendly;
- we try our best at work and play;
- we walk quietly and sensibly in school;
- we keep safe and sensible;
- we take care of one another;
- we look after our school and everything in it;
- we speak and listen at the right times;
- we use appropriate voices in school to maintain a working atmosphere.

These are displayed clearly in the classroom.

Playground Rules, support our **READY, RESPECTFUL, SAFE** principles and reflect the following positive messages:

- we play together and look after one another;
- we respect the grown-ups on duty;
- we play sensibly with our playground toys and look after them;
- we stand still when we hear the whistle and on the second whistle walk quietly to our lines/classroom;
- we put our litter in the bin.

## **Absolute Consistencies**

There are 8 consistencies that all staff will uphold in the school. At Sandringham and West Newton and Flitcham Primary Academy adults will:

1. **Model positive behaviours.**
2. **Actively greet** all learners as they enter the learning area.
3. Highlight and praise expected and positive behaviours each day in class through a **Recognition Board** (use focus each week).
4. **Will not shout.**
5. Will **deal with poor behaviour privately** (there will be no use of warning charts in the classroom). PIP and RIP – Praise in public, Reprimand in private.
6. Follow up every time, personally and engage in reflective/restorative dialogue with pupils.
7. **Complete behaviour logs**, class or personal, depending on the level of incident.
8. Not make negative comments or question children who are sat out of class for calming down time by another adult.

## **The Strategies Children Use**

### The 1, 2, 3 Rule

When children are upset by the behaviour of others they are encouraged to be assertive and use the 1,2,3,rule:

1. "No stop it! I don't like what you are doing."
2. "I've told you once and if you do it again I'm telling a grown-up."
3. The child tells an appropriate adult.

When children complain to an adult about negative behaviour, the adult must check that the 1,2,3 rule was used before responding unless the behaviour was so serious as to warrant immediate action.

## **Other strategies to promote positive behaviour**

These could include small group work teaching social skills, Pastoral Support Plans and Thrive activities

### **Incentives to Positive Behaviour (rewards)**

At Sandringham and West Newton and Flitcham CE Primary Academies if a child successfully applies the rules this should be acknowledged. In our school we believe the ideal incentives are the intrinsic rewards offered by:

- a calm working atmosphere where all are valued;
- warm relationships and positive praise in the moment;
- a stimulating curriculum;
- positive role models;
- meaningful and positive emotional support.

However, it is also important to have a reward system in place that recognises all forms of social and academic achievement and effort, and can be both personal, group or whole class rewards. Children are always made aware of the reason for awards. To ensure every child has the opportunity to experience success, there are a variety of options; which can depend on age, need or pupil choice. These could include:

Stickers/Prizes: Each class has its own supply of stickers; used to reward the children for good behaviour and good work.

Certificate or note home: Positive behaviour rewards in the form of a note being sent home

Goodie Jar: Which rewards positive attitude, behaviour, kindness, hard work etc with collecting cubes which results in a whole class reward when a container or certain amount of goody cubes are collected.

Marking Policy: Within class marking will be used to build on success and encourage by its comments. (See Marking Policy)

Sharing: In recognition of a particular task or behaviour pupils may share their success with others, for example with:

- the class;
- the neighbouring class or teacher;
- the head teacher;
- a chosen adult;
- parents /carers.

House Points Children are rewarded with house points for displaying the school values in or around school and for personal and academic and sporting achievement. These points are collected and the winning house are announced at the end of each week. At the end of the year a house cup is presented to the winning team.

Certificates These are awarded for working hard, trying hard, being kind, helpful etc. They are given out in the Celebration Assembly.

Individual Target rewards This may be used with any child and may include sticker charts, specific rewards linked to a PSP or house points. This is given as a reward for meeting targets (behavioural and academic) and results in the child receiving an agreed reward.

Cups and Shields – Various - Awarded annually to one child who is considered the most deserving because of efforts during the whole academic year.

Positive raise for those children showing appropriate behaviour, is used to encourage the child to co-operate and comply with rules.

Prize giving and Attendance Awards This takes place at the end of the academic year and includes trophies and special certificates to celebrate a variety of achievements across the Year.

### **Disincentives to Negative Behaviour (sanction/consequences)**

If a child breaks any of the agreed rules there will be a sanction. It is our belief that sanctions consistently and firmly applied will result in boundaries being clearly drawn and therefore good behaviour promoted. It is also our belief that such boundaries make children feel safe. It is important to remember at all times to criticise and target the behaviour, and not the child.

### **Whole school response to negative behavior**

If a child is exhibiting low level misbehaviour, we follow a 'Path For Friendship' and a restorative approach for resolving such conflicts;

1. All children involved need to get together with an adult.
2. Children should agree what happened during the incident.
3. Children should share their feelings with each other about how they felt during the incident.
4. Children should suggest ways of 'repairing' these feelings, including an apology, and suggesting ways to avoid a similar situation occurring in the future

### **3 Levels of Behaviour**

The following outlines 3 levels of unacceptable behaviour and broadly suggests how these types of behaviour might be dealt with. Other strategies may be used at the Headteacher's discretion.

Some children will need to use have some Time out to calm down before behaviours can be dealt with.

#### **Level 1-Reminder**

**Misbehaviour that can be effectively managed within a classroom environment by the class teacher or TA**

#### **REMINDER - Pupils are reminded of the behaviour expected of them READY, RESPECTFUL, SAFE**

Non- verbal – Stand nearby and give 'The Look' / Gentle touch on shoulder

Verbal - Delivered as privately as possible to the pupil. (Not publicly across the classroom) Make eye contact – get down to eye level – remind the pupil of your expectations – Ready, Respectful, Safe.

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- **CAUTION - PRIVATELY** Teacher gives pupil a CAUTION and reminds pupil to 'Think carefully about your next step'. During this pupil is made aware of their behaviour and the consequences if they continue.
- Delivered privately – Adopt a gentle, non-threatening stance – eye level – side-on. State the behaviour you saw (i.e. throwing a pencil) – state how this contravenes the classroom rules – state that if it happens again, what the consequences will be. (Move position in the classroom) Refer to previous good behaviour – Walk away – allow take up time. Do not hover.
- **LAST CHANCE** – pupil spoken to privately and given last chance to engage. Teacher uses a 30 second intervention where past examples of good behaviour are used. Pupil asked to stay behind at break or lunch for 2 minutes.
- If Reminder and Caution have been ineffective. Start with two minutes. Use this opportunity to discuss behaviour – not isolate. May include stay back at the end of the lesson
- **TIME OUT** – A short time, just a few minutes, in a 'thinking spot' to allow the pupil to calm down, breathe, look at the situation from a different perspective and compose themselves.
- **REPAIR** – This might be a quick chat at break or a more formal time when a behaviour problem solving sheet is used.
- Parents/Carers may be involved in an informal way at this point.
- Behaviour may be noted in the behaviour log.

### **Level 2-Unacceptable**

**Serious misbehaviour, or persistent level one behaviour, will usually result in the formal involvement of the Senior Leadership Team, Deputy Head or the Headteacher.**

- Strategies as for level 1
- Pupils are informed that their behaviour is unacceptable and must change.
- Teachers will deal with the matter using a variety of positive behaviour management techniques / behaviour strategies, appropriate to the individual and situation.
- Incidents will be logged in the class or individual behaviour log with a record of action taken.
- Parents/Carers will be contacted and a behaviour plan set up (PSP).
- Behaviour may be monitored on a daily/weekly basis.

### **Level 3-Serious**

**Very serious misbehaviour, or persistent level two misbehaviour, will result in the formal involvement of the Headteacher.**

- Pupils are informed that their misbehaviour is serious and must stop.
- Headteacher speaks to child about behaviour, parents are informed and a formal meeting may be arranged with parents/carers to discuss possible solutions to this problem.
- An Individual Behaviour Plan (PSP) could be set up.

- If the issue remains unresolved the final procedure may be exclusion for a named time.

### Behaviours & Consequences examples

<b>Level 1 Reminder - 'I am reminding you how we expect you to behave.....' 'Please make the right choice...'</b>	
<b>Level 1 Behaviours</b>	<b>Level 1 Consequences</b>
<p>Showing disrespect to others by choosing to:</p> <ul style="list-style-type: none"> <li>• Distract other children from learning</li> <li>• Answer back</li> <li>• Disobey instructions</li> <li>• Be untruthful</li> <li>• Name call and use minor bad language</li> <li>• Cause careless damage</li> <li>• Not join in with learning without good cause</li> <li>• Cause harm through carelessness</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to level 1 reminder action as above.</li> <li>• 'Timeout' to another room</li> <li>• Move seats in the class</li> <li>• Loss of up to 15 minutes of a break time/lunchtime to complete problem solving sheet</li> <li>• Informally speak to parents if not an isolated incident</li> <li>• Loss of privileges (e.g. fun extra activity)</li> <li>• Rule reminders</li> <li>• Warning given to be moved to L 2</li> </ul>
<b>Level 2 Reminder - 'This behaviour is unacceptable or persistent Level 1'</b>	
<b>Level 2 Behaviours</b>	<b>Level 2 Consequences</b>
<p>Showing disrespect to others by choosing to:</p> <ul style="list-style-type: none"> <li>• Persistently using level 1 type of behaviours over a sustained period of time</li> <li>• Use isolated acts of violence- kicking, hitting, fighting, biting etc.</li> <li>• Use of direct verbal abuse/ bad language/racist comment to any member of the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Any of the level 1 consequences</li> <li>• Reprimand and behaviour logged by member of staff and reported to member of senior leadership team</li> <li>• Loss of break time or lunch time play</li> <li>• Regular reports to Head of School or Headteacher on behaviour(daily or weekly)</li> <li>• Loss of a major privilege- e.g. Misses an after school club, school sports match or special activity</li> <li>• Discussion with Headteacher</li> <li>• Parents/Carers contacted</li> <li>• PSP set up</li> <li>• Completion of wishes and feelings and problem solving behaviour sheet by child.</li> </ul>

Level 3 Reminder - 'This is a serious misbehaviour or persistent Level 2.'	
Level 3 Behaviours	Level 3 Consequences
<p>Showing disrespect to others by choosing to:</p> <ul style="list-style-type: none"> <li>• Persistently use level 2 types of behaviour over a sustained period of time</li> <li>• Repeatedly use abusive, threatening behaviour towards others</li> <li>• Use bullying behaviour</li> </ul> <p>(See also to Anti-Bullying Policy)</p> <ul style="list-style-type: none"> <li>• Use dangerous behaviour</li> <li>• Steal</li> <li>• Vandalise the school buildings/property</li> <li>• Use aggressive, violent behaviour with intent to cause deliberate injury</li> <li>• Leaving the classroom without permission</li> <li>• Leaving the school grounds without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Any of the level 2 consequences</li> <li>• Loss of play with others for up to a week</li> <li>• Taken out of class to work for a set period of time up to 2 days.</li> <li>• Parents/Carers asked to come to school to discuss behaviour with the Headteacher</li> <li>• Referral to the Board of Governors</li> <li>• Exclusion</li> </ul>

These lists are not exclusive and there may be other behaviours to be dealt with and consequences used which are not listed here.

### **Repeated Misbehaviour**

Parents/Carers will be made aware of any patterns of misbehaviour at an early stage and will be encouraged to discuss the matter with the teacher. The Special Needs Coordinator/Head will also be involved. If, after a period of home-school liaison the child continues to misbehave then advice will be sought from other outside agencies.

### **Exclusion**

Exclusion, whether temporary or permanent, is an extreme step and will only be taken in cases where:

- long term misbehaviour is not responding to the strategies in place and the safety and learning of others is being seriously hindered;
- an incident of extreme seriousness has occurred;
- in such other circumstances where the Head teacher or the board of governors see fit.

### **Fast Track Procedure For Serious Misconduct**

Where a child is involved in:

- serious fighting, violent behaviour ;
  - uncontrolled threatening behaviour, which affects the safety of others;
  - bullying behaviour, including racism;
  - bad language (directed repeatedly at another person);
  - extreme defiance;
  - deliberate damaging of school or others' property;
- such conduct is considered so serious that the child's parents/carers will be contacted immediately and involved in the sanction decision.

## **Violence towards others**

### **Definition:**

A blow or some other form of physical action (e.g. spitting, biting), which is aimed at, or makes contact with, the victim, or threatening behaviour.

Any incident within the above definition, directed at anyone at the school will be construed as serious misconduct, in accordance with the behaviour policy and in such cases exclusion will be considered.

It is felt that, due to the seriousness of such behaviours, parents/carers will be contacted at the earliest possible opportunity. A fixed term or permanent exclusion may follow. A letter explaining the reason for the fixed term exclusion will be given to the parent within one day. Copies will be sent to the L.E.A. and the Chair of Governors. A support programme will be put in place for a child returning to school after fixed-term exclusion. It is essential that parents/carers work closely with the school to re-integrate the child and try to prevent permanent exclusion arising.

On rare occasions, a child with complex needs and/or chronic developmental delays may need to be treated with a little more leniency on account of their condition but dangerous and/or persistent behaviour that presents as violence towards others will not be tolerated. In such cases a PSP(Pastoral Support Plan), risk assessment, behaviour transition plans and targets may be in place.

## **Behaviour off school premises**

### **Teachers are able to punish pupils for misbehaviour outside of the school premises.**

- **Teachers may discipline pupils for misbehaviour off the school premises when the pupil is:**
- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Teachers may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
  - Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
  - Could disrupt the orderly running of the school.
- Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.
  - The school will impose the same behaviour sanctions for bullying incidents and non-criminal behaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.
  - In all cases of misbehaviour outside of the school premises, teachers will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

## **Bullying**

Please see separate Bullying Policy.

## **Application**

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

There may be occasions when special rules need to be applied, e.g. the dining room at lunchtimes, science or technology lessons, on school visits, but the same principles of promoting positive behaviour through the policy will always apply.

## **Monitoring, Review and Evaluation**

This policy will be reviewed annually or more frequently if necessary.

### **Legal framework**

This policy has due regard to statutory legislation, including, but not limited to, the following:

The Education Act 1996  
The Education Act 2002  
The Education Act 2011  
The Equality Act 2010  
The Education and Inspections Act 2006  
The Health Act 2006  
The School Information (England) Regulations 2008

### **This policy also has regard to DfE guidance, including, but not limited to, the following:**

DfE 'Behaviour and discipline in schools' 2016

### **Roles and responsibilities**

The governing body has overall responsibility for the implementation of this Behavioural Policy and of the behaviour procedures at the school.

The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The governing body is responsible for handling complaints regarding this policy, as outlined in the school's Complaints Policy.

The Headteacher is responsible for establishing the standard of behaviour expected by pupils at the school.

The Headteacher is responsible for determining the school rules and any disciplinary sanctions for breaking the rules.

The Headteacher is responsible for the day-to-day implementation of this policy.

The Headteacher is responsible for publishing this policy and making it available to staff, parents/carers and pupils at least once a year.

All members of staff, volunteers and support staff are responsible for adhering to this policy and ensuring that all pupils do too.

All members of staff, volunteers and support staff are responsible for promoting a supportive and high quality learning environment, and for modelling high levels of behaviour.

Members of staff, as authorised by the Headteacher, are responsible for punishing pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for their own behaviour both inside school and out in the wider community.

Pupils are responsible for reporting any unacceptable behaviour to a member of staff.

Parents/carers are responsible for the behaviour of their child(ren) inside and outside of school.