

STEDHAM PRIMARY SCHOOL BEHAVIOUR POLICY



Our Aims

At Stedham it is our belief that appropriate behaviour forms the foundation on which strong social, moral and academic progress is made. We believe that good behaviour is essential in maintaining a secure, safe and happy school where effective learning can take place. We know that good behaviour and the development of personal and social skills have an enormous impact on children's learning in all other areas. All members of staff are committed to creating a calm, consistent and safe learning environment, ensuring a mutually supportive ethos in which each child is able to develop their skills, knowledge and talents, and experience success. Our behaviour policy aims to encourage all members of the school community to value themselves and others and acknowledge the importance of developing positive relationships based on mutual trust and respect. Pupils have the right to learn in a class free from disruptive behaviour, to know what is expected of them, to be respected and to receive positive recognition and support. They have the responsibility to follow school expectations, show respect to all children and adults and not to disrupt the learning of others. In keeping with the principle of inclusion, we believe that there must be an acceptance by the school community that every child is different and therefore may need alternative approaches.

Zones of Regulation

Children's behaviour and emotional well-being is supported through the whole school using Zones of Regulation. This provides children and adults with a common language for describing feelings and emotions and helps give the strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation. There are four colours or 'Zones' blue, green, yellow and red.

Blue Zone - used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Green Zone - used to describe a calm state of alertness. A pupil may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

Yellow Zone - used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

Red Zone - used to describe extremely heightened states of alertness and intense emotions. A pupil may be elated, euphoric, or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

Roles and Responsibilities in Promoting Positive Behaviour

In conjunction with the Behaviour in Schools: Advice for headteachers and school staff 2022, The Headteacher will ensure high standards of behaviour pervade all aspects of school life through and that fair and consistent measures. The head teacher will:

- Implement the Behaviour and Anti Bullying Policies consistently throughout the school by setting the standards of behaviour and supporting all staff in the implementation of policies.
- Keep records of all reported serious incidents of misbehaviour and bullying.
- Report to the Governing Body, when requested, on the effectiveness of the policies.
- Ensure the health, safety and well-being of all children in the school.
- Report to and / or meet with parents / carers as necessary.

The Headteacher has the responsibility of giving suspensions to individual children for serious misbehaviour. The Headteacher may permanently exclude a child for repeated or very serious acts of anti-social behaviour. For further details on all forms of exclusion please see: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, September 2022.

All staff including the Headteacher will:

- Give opportunities to develop interpersonal and social skills.
- Offer a curriculum that engages pupils.
- Give opportunities to work in groups.
- Make sure that all pupils listen and are listened to and value others.
- Help pupils to gain the ability to make good choices about their behaviour.
- Help pupils to be confident about their learning and enjoy it.
- Be a positive role model.
- Ensure that all children know and understand class and school rules.
- Be aware of body language when dealing with pupils and avoid confrontation or a no-win situation.
- Try to prevent problems before they arise.
- Have an awareness that persistent poor behaviour can be associated with poor relationships, poor self-esteem, external problems related to home, an inappropriate curriculum or inadequate teaching methods.
- Be consistent in dealing with pupils.
- Talk to children in a way that they would want to be spoken to.
- Make it clear that it is the child's misbehaviour that we do not like and will not accept; separate the action from the child.
- Reward and / or praise positive behaviour.
- Log misbehaviour when necessary (see Sanctions in appendix and Antibullying Policy).
- Inform parents / carers about their child's welfare and behaviour, working alongside the parents when necessary.

Pupils will:

- Respect and care for others
- Listen to others (adults and children)
- Learn and work co-operatively
- Obey the school rules
- Try and resolve disputes in a positive manner

- Value and take responsibility for the school environment and resources
- Be aware of their own emotions and actions and take responsibility for them

Parents, Carers and Families will:

- Support the school when reasonable sanctions have been used for misbehaviour.
- Endeavour to promote positive behaviour at home in order to have continuity between home and school.
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain unresolved within an agreed timescale, parents will contact the Headteacher.
- Contact the class teacher if they feel their child's behaviour (in or out of school) is impacting on their emotional well-being.

The Governing Body will:

- Support the school in the implementation of this policy.
- Monitor and review the effectiveness of this policy.

Rewards and Positive Reinforcement

To ensure appropriate behaviour we encourage a culture of positive reinforcement and rewards.

Sunshine and Clouds Chart

In class, there is a chart; the children all start the beginning of each day on the sunshine. If the child demonstrates unacceptable behaviour (which is discussed with and understood by all children), they are given a warning. If they continue to behave in this way, their name will be moved to the grey cloud resulting in 5 minutes of missed break. If a child's name is on the grey cloud and they continue to misbehave, or if they do a more serious misdemeanour for example deliberately hurting another child, they will be moved to the second cloud, resulting in a explaining their behaviour to another teacher or the Headteacher. Children are strongly encourage to turn things around and try to get their name back on the sun as soon as possible.

House Points

Each Friday, House Points for all children in each of the four school teams (Jupiter, Neptune, Mars and Saturn) are collected up and totalled. The team with the most points is awarded the Team Points Cup in the Share and Celebrate assembly for that week. Points are also accumulated over the half term and at the end of each half term, the team with the overall highest score gets an extra 15 minute playtime.

Sharing of work

We ensure that all children have their work displayed in the class rooms and the communal areas though the school to show that it is valued.

Children who have completed a good piece of work may be sent by their class teacher to show the Headteacher and the teacher may share the work with the child's parents at the end of the day.

Through the year there are opportunities in assemblies and at beyond for the children to share their work with the rest of the school community.

Verbal Praise

This is given to children at every opportunity for good behaviour, work and attitude. Praise will be clear, focussed and specific. Adults will model how to give process praise so that children may also praise their peers through peer evaluation and more informally.

Sanctions

While it is the hope of the school community that all children will understand and follow the school's behaviour policy, we recognise that there will be times when sanctions for misbehaviour will need to be put in place.

Aggressive behaviour or interference with other pupils' learning:

- Reasons for poor behaviour need to be explored. The class teacher should talk about their concerns to the SENDCO and/or Headteacher to decide what the best way forward is. The child may need supporting through the SEND Code of Practice.
- Set the child short-term goals that can be achieved and try to build their self-esteem.
- If the child needs isolating they may be sent to the Headteacher's office or another class room with work or a suitable activity.
- Let the child know that you are sympathetic towards them as a person and will listen BUT make it clear you will not tolerate inappropriate behaviour.

Disruptive classroom behaviour:

- Disruptive children may be trying to seek attention. The adult needs to ask why. Is the work set at an appropriate level and stimulating? Is the child with appropriate peers?
- Desired behaviour should be process praised and low level attention-seeking behaviour ignored.
- Other strategies include changing the level of work or where the child is sitting. Redirect the child before the behaviour becomes too serious.

Use of Reasonable Force

Reasonable Force is defined in the Use of Reasonable Force Guidance, July 2013. In certain circumstances reasonable force may be used, for example separating pupils who are physically fighting or removing a pupil from a room if they are causing damage or harm which may result in further injury. We have a legal duty to make reasonable adjustments for disabled children and children with SEN. We do not require parental consent to use reasonable force on a pupil but if there has been a serious incident in which a member of staff has had to use reasonable force, this will be recorded and the parents will be notified. In deciding what a serious incident is, the person using the reasonable force will consider the:

- pupil's behaviour and level of risk present at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

| Stage | Examples of Behaviour | Possible Sanctions | Comments |
|-------|--|---|---|
| 1 | Swinging on chair Interrupting / calling out Losing concentration Running in the school building Ignoring instructions Silly noises Pushing in line | Quiet reminder Non-verbal signals (eye contact, pointing) Change of seating Moving onto grey cloud after warnings | Often praising good behaviour (e.g. thank you to those of you sitting ready to listen) has a positive effect upon those who are not behaving – this is called proximity praise. |
| 2 | Persistent Stage 1 behaviour which is not corrected by sanctions Rudeness Affecting the learning of others Inappropriate remarks to other pupils Minor challenge to authority Damaging school's / pupil's property Hurtful or offensive name calling | Moving onto the cloud after warning and so missing all or part of a playtime (depending on which cloud they were on) Time out in another class Missing a short duration of breaktime for reflection or to finish work | Missing playtime should happen as soon as possible after the incident to have impact. Frequent missing of playtime should be discussed with the child's parents. |
| 3 | Persistent Stage 2 behaviour Swearing Throwing objects with intent to harm Harming someone intentionally so they may need minor first aid Continued or more serious challenge to authority Stealing Repeated refusal to do set task Highly offensive remarks to children or adults | Sent to the Headteacher (or Assistant Headteacher if they are unavailable) Loss of playtime(s) (at the discretion of the adult dealing the incident) Parent informed by telephone or in person ABC record to be completed and given to the Headteacher to be filed. | Headteacher's records to be completed for any child that is sent to see them (or senior member of staff) at Stage 3 or above |
| 4 | Persistent Stage 3 behaviour Bullying Fighting Racism Violence Vandalism Very serious challenge to authority | Sent to the Headteacher (or Assistant Headteacher if they are unavailable) Parents contacted and invited to meet with the Headteacher Loss of playtimes (at the discretion of the Headteacher) Internal exclusion Ban on representing the school for a fixed period ABC record to be completed and given to the Headteacher to be filed. | All staff will be made aware of any issues and resulting sanctions LBAT referral if appropriate |

| Stage | Examples of Behaviour | Possible Sanctions | Comments |
|-------|---|---|---|
| 5 | Persistent Stage 4 behaviour Persistent verbal abuse to an adult Malicious physical assault or abuse of another pupil or adult | Suspension for a fixed term Reduced Timetable to reduce intensity of day | Notify the Fair Access Inclusion Team of a child at risk of permanent exclusion if appropriate LBAT referral if appropriate Support for SEMH needs or communication needs |
| 6 | Repeated Stage 5 behaviour | Permanent exclusion from school Managed Move Full or part time educated off-site e.g. APC | Discuss relevant governors and Fair Access Inclusion Team |

All the above sanctions are put in place at the discretion of the Headteacher and the list of examples is only a guide. The context, child's needs, current external support and strategies in place to deal with misbehaviour should all be taken into account when sanctions are applied.

Monitoring and Evaluation

The effectiveness of this policy will be regularly monitored by the Governors through informal drop ins, learning walks and Headteacher reports and these reviews will feed into the School's Self Evaluation.

The school may use a variety of records for misbehaviour including home/school link books or timetables (which will also be used to communicate positive behaviours) in some cases, as agreed with parents / carers, ABC sheets (see appendix) and Headteacher's records.

Date of review: November 2022

Next review date: Autumn 2025.

A.B.C Record

| | | | | |
|---|--|---------------------------------|---------------------|--------------------------------|
| Pupil Name:_____ Date:_____ Completed by:_____ Designation:_____ | | | | |
| Antecedents (Circumstances before the incident) | | Behaviour (Incident) | Consequences | What happened next? |
| Location: | | | | |
| Time: | | | | |
| People involved: | | | | |
| Additional details: | | | | |