



Stakesby Community Primary School

Behaviour Policy 2016

Amended Version prepared on : Sept 2016

Review Date : Sept 2017

Signed (Chair of Governors)

Date

Aims

All of our children are encouraged to behave in socially acceptable ways.

We generate a positive culture where we look for opportunities to praise achievements and celebrate successes.

We provide a calm, orderly but motivating environment in order that all children and teaching staff can make effective use of their time to maximise learning.

We expect children to make responsible choices about their behaviour whilst recognising that they need help to learn how to do this.

All adults act firmly and consistently across the school and are aware of their vital role as models of behaviour.

We recognise the importance of partnership with parents and involve them in behaviour issues at an early stage.

We are flexible enough to look for a variety of strategies in those cases where children cannot conform to normally accepted forms of behaviour.

What we encourage

We expect all members of our school community to show...

- Mutual Respect by being polite, friendly and kind
- Mutual Support by being encouraging, helpful and thoughtful
- Mutual Consideration by thinking about others as well as themselves

These values are encapsulated into 3 rules...

- Be Kind - Care for each other
- Be Friendly - Respect the world and all its people
- Be Eager - Learn well together

What we do to encourage this

Promoting Good Behaviour

We have a supportive school with a caring ethos. In order to make the most of this, we use a number of means within the school for rewarding and celebrating achievement and good behaviour. These include:

Promoting Good Behaviour 1 - A positive environment

- We promote 'reward-and-praise' rather than 'criticism-and-sanction'
- Members of staff set a positive example in their relationships and communications with children and with each other
- We place high expectations on all adults in the school community to be good role models in all contacts with children
- We promote a sense of community within the school
- We encourage all children to be ambassadors for us
- We provide interesting and well-prepared lessons that cater for individual need
- We provide varied opportunities for children with different gifts and talents to see these celebrated

Promoting Good Behaviour 2- Stakesby Stars

All adults in school carry tokens- Stakesby Stars.

Any adult can reward any child, from any year group, anywhere.

It is important to let the child (and others nearby) know what they have done to earn the Star. We use explicit praise and the language of choice...

1. I like the way you chose to
2. I like how you....
3. I'm really pleased to see you have chosen to ...
4. You've really shown that you can..

How we use Stakesby Stars

The child writes their name on the back of the token and puts it into their class' pot in the classroom.

At the end of each week, all the class pots are taken in to the Friday Celebration assembly. One token is pulled out of each class pot and the winner chooses a prize. The contents of each pot are then tipped into a 'grand pot'; one token is selected from this and the name of the class is recorded.

The class with the most tokens tallied by the end of the term will achieve a treat (equivalent to one session/half day).

This aims to ensure that children will:

- Have a higher probability of being selected in the draw and therefore ensures renewed motivation by the children to achieve the Stakesby Stars.
- The class reward aspect aims to promote a collective responsibility between the children.

Promoting Good Behaviour 3 - Benches in Assembly

Children are expected to enter and leave assembly quietly and sensibly.

Assembly monitors identify children who enter the hall exceptionally well and select these children to sit on a bench or chair. These children can be asked to return to the hall floor if there is deterioration in their behaviour.

Promoting Good Behaviour 4 - In Class

We recognise that there are many positive ways to encourage good behaviour including...

- Displaying children's work
- Verbal praise and smiles
- Written comments
- Well established and clearly articulated routines
- Explicit stating of expectations of behaviour

We also operate a consistent **assertive discipline** approach across school.

Each class displays the children's names prominently on a board with space for 4 ticks and crosses on each side.

Positive behaviour is rewarded by putting a tick next to a child's name.

Negative behaviour is sanctioned by putting a cross on the other side of a child's name.

Ticks and crosses remain next to names for the day.

Rewards and Sanctions are cumulative ...

TICKS	CROSSES
1 Stakesby Star token	1 Verbal warning
2 Stakesby Star token	2 Verbal warning
3 Stakesby Star token and Sticker	3 Time out for 5 mins (with sand timer)
4 See Headteacher Child is entered into their Behaviour Log, given a medal and a letter sent home.	4 See Headteacher <ul style="list-style-type: none">• Child records in Attitude section of Mentoring file (KS2, if appropriate to do so).• Parents are informed that day about their child's behaviour.

Children are encouraged to see their behaviour as a poor choice and explain using the following....

WHAT did you choose to do?

(Explain if they don't know)

WHY did you do it?

(Accept if they can't explain)

WHICH rule did you break?

- Be Kind - Care for each other
- Be Friendly - Respect the world and all its people
- Be Eager - Learn well together

WHAT would have been a better choice?

(The vital step)

APOLOGISE

For more serious incidents, or reoccurring examples of poor behaviour, see the '**Sanctions**' section. This section also documents what sanctions are appropriate for children who regularly receive 4 crosses within one day.

Promoting Good Behaviour 5 - Other Opportunities

Friday Celebration Assembly

One child from each class is nominated by their teacher for:-

- Very good achievement or attainment in some aspect of their work. (certificate sent home/ public verbal compliments by teacher)

There is also celebration of the number of Stakesby Stars that have been achieved throughout the week.

- One Stakesby Star token from every class pot is drawn out each week and that child is awarded a prize.

SuperStars of Stakesby- Half Termly Assembly

Two children from each class are nominated by their teacher for all round achievement, attainment or behaviour. Parents are invited to this assembly.

Achievements of School Clubs, Teams and Groups

Every opportunity is taken to celebrate children's achievements through mentions in assembly and in the weekly school newsletter. This includes awarding certificates or similar for participation in sport or musical events.

Concerts, Plays and Events

These provide regular opportunities for children to develop their confidence in performing whilst displaying their many talents.

PSHCE, School Council, Friendship Team

Each class has time for PSHCE (Personal, Social, Health and Citizenship Education) via weekly Circle Times. During these sessions we follow the PSHCE curriculum as well as discussing issues causing concern, the impact of the problems and how we might go about solving them. Each class from Y2-Y6 has two class representative on the Pupil Reps (School Council). The School Council meets on a regular basis to raise issues of concern and discuss school improvement issues/projects. We also have a group of KS2 pupils trained as anti-bullying ambassadors who are highly visible and proactive on the playground (The Friendship Team).

What we don't accept

We view all behaviour as choices made by the person, for which they are held responsible. This approach allows us to remain objective in the face of unacceptable behaviour and not get caught up in an emotional reaction to it. By viewing poor behaviour as poor choices, it enables us to work alongside children, coaching them to make better choices in the future, rather than relying on censure and punishment.

Supporting Children with Additional Needs

Every incident of poor behaviour is taken in context. Some children may be experiencing a period of turbulence, or may have an underlying condition that means that strategies in this policy would be inappropriate. This policy allows for flexibility to ensure that the best approach is taken to ensure the best outcome for the individuals concerned.

Below are examples of unwanted behaviours which we split into two groups:

Low Level Disruption - mostly actions that interfere with effective learning (collated by the pupil reps from surveys held in all classes)

- Interrupting the teacher when they are teaching
 - Shouting out answers
 - People talking when they shouldn't be
 - Children being silly
 - Fiddling
- Interruptions by other pupils when you are working
 - Too much noise
 - Children fidgeting
 - Tapping you or nudging you
 - Flicking things
 - Laughing
 - Asking you questions

Serious Misbehaviour -- mostly actions that hurt other people or their feelings

- Being involved in bullying
- Being offensive to an adult/ member of staff / another child incl racist/sexist/LGBTphobic remarks
- Physically hurting other another child intentionally
- Fighting
- Deliberately vandalising property or stealing

This list is for guidance and every incident will be considered on its own merits.

What we do to discourage these behaviours

In the case of Low level behaviours that are affecting learning, we work consistently within the systems outlined above for promoting positive behaviour. However, if children persist in low level disruption despite these measures, it will lead to following the procedures for more serious problems outlined below.

Sanctions

Daily behavior system

Using 'ticks and crosses' (outlined above).

Serious or Regular Misbehaviour

Some behaviours are sufficiently serious as to take children immediately outside of the 'normal' systems above. Each case is taken separately depending on the severity of the behavior and the individual involved. This means that we may not stick rigidly to the stages below and allows for alteration of any of our procedures and approaches to suit the best interests of the pupil or pupils concerned.

An incidence of poor behaviour which warrants more than a cross but is not deemed serious enough to take the staged approach, could lead to a lunchtime Detention with the Head or Deputy Headteacher. Very serious incidents, where child or adult safety is at risk, could lead to a fixed term exclusion.

Use of Physical Intervention

At Stakesby School we believe that children need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small number of children restrictive physical intervention may be needed to keep themselves or others safe. This would only be used as a last resort, if all other de-escalation strategies had not worked, by suitably trained staff. (see Use of force to restrain or control pupils Policy)

The Staged Approach

For a 'regular offender' (a child who regularly receives four crosses within a day) a staged approach needs to be considered.

The stages aim to provide a clear outline of the sanctions and to ensure that everyone involved is aware of the exact procedures. The ultimate aim of a staged approach is to support the child to ensure his/her behavior improves as quickly as possible.

A complete record of all of the stages will be kept in a folder. Once a child has entered Stage One then he/she will be given a personalised folder containing information and guidance relating to every stage of the policy.

Stage 1 - REPORT CARD

Main Action - Report Card System : The child is placed 'on report'

- A meeting is arranged to set targets for the child to work towards during his/her time on report.
- Every morning and afternoon session will be recorded in relation to the achievement of the child's targets (this will be a simple tick/cross system).
- There will be a space to provide additional comments if necessary. Comments relating to behaviour should be brief but succinct, clear and unambiguous.
- The parents will receive the report card home daily but will meet with the teacher weekly to discuss their child's behaviour. The child will remain on report for a 2 week period and then reviewed with the class teacher and parents. This is for a maximum of 8 weeks. Completed weekly report cards will remain at school within the child's folder.

Additional Actions to Support

- Discussion with Team Leader and/or SENCO.
- The teacher is provided with a 'checklist' to ensure every strategy of support is considered.
- Begin informal monitoring to identify areas of concern / possible causes/ appropriate targets.
- Complete a 'Behaviour Assessment Profile'.
- Parents informed by letter that behaviour is a cause for concern.
- Parents discuss concerns agree targets/support.
- Access to extra-curricular/enrichment activity linked to improvement.

Stage 2 - INTENSIVE SUPPORT PROGRAMME (I.S.P)

Main Action - Intensive Support Programme

The child is placed on an Intensive Support Programme.

- A meeting is arranged to set targets for the child to work towards during his/her time on report.
- Every session will be recorded in relation to the achievement of the child's targets (this will be a simple tick/cross system). This will include playtime/lunchtimes.
- There will be a space to provide additional comments if necessary.

- The parents will receive the report card home daily and will meet with the teacher weekly to discuss their child's behaviour. The child will remain on report for a minimum of 2 weeks and a maximum of one half term. Further action will be taken if there is little or no improvement within this time.

Additional Actions to Support

- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist etc.
- Consider CAF/TAC meetings.
- Additional adult support placed in class/playtimes to support the child.
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Assessment Profile' and compare with previous profiles.
- Access to extra-curricular / enrichment activities dependant on progress.
- Intensive Support Meeting with parents/child to investigate possible causes/alternative strategies
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.

Stage 3 - BEHAVIOUR CONTRACT

Main Action - Complete a Behaviour Contract

- Parents, Pupil Discipline Committee, Behaviour Support informed by letter.
- Clear specific rules which the child **must** uphold in order to remain in school.
- If the Behaviour Contract is broken, an immediate consequence is moving to Stage 4.
- Reviewed weekly for a maximum of 4 weeks.
- Initiate a CAF/TAC meeting.

Exclusion

In most cases fixed or permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour.

If this occurs parents may be asked to remove their child for a specific, short term period while intervention strategies are put in place to help the child improve.

Exclusions, whether fixed term or permanent, can only be imposed by the Headteacher or in his/her absence, a designated representative, normally the Deputy Headteacher.

Where exclusion is used the school conforms to the NYCC and DfE guidance.

Stage 4 - FIXED SHORT TERM EXCLUSION

Main Action - Fixed Short Term Exclusion (up to 5 days per term)

- Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.

- Upon return to school, child stays on Behaviour Contract or Intensive Support for a minimum of four weeks.
- Maximum of 3 periods of exclusion then moves to Stage 5.

Stage 5 - PERMANENT EXCLUSION (Pupil Discipline Committee)

Main Action - Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on a Behaviour Contract or Intensive Support Programme for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

Communicating the Behaviour Policy

The Behaviour Policy is freely available to parents/carers via the school website. Staff have access to it via the school policy folder or website, and are required to read and sign a summary every year.

Linked Policies:

Anti Bullying

PSHCE

Child Protection and Safeguarding

Allegations of Abuse against Teachers and Other Staff

Single Equalities Scheme

SEN

Use of Force for restraint or control of pupil

Home/School Agreement

Complaints Procedure (responding to parents concerns)