

# **SHERINGDALE PRIMARY SCHOOL BEHAVIOUR POLICY**



# **SHERINGDALE**

## **Written Statement of Behaviour Principles**

The Education and Inspectors Act (2006) and DfE guidance for governing bodies (2012) requires the production and review of a written statement of general behavior principles to guide both Governors and the Headteacher in determining measures to promote good behavior and discipline amongst pupils.

This is a statement of principles, not practice. The purpose of this statement is to give guidance to the Headteacher in creating the Behaviour Policy by stating the principles that Governors expect to be followed.

Our school values underpin our relationships, curriculum and policies.

These are: **Learn, Create, Grow, Together.**

These are further underpinned by the whole-school rules of:

- We are kind and helpful
- We listen
- We respect
- We are honest
- We work hard and do our best

Behavioural standards reinforced by embracing the British Values of:

- Rule of Law
- Respect and Tolerance
- Individual Liberty

## **Behaviour Principles**

- Governors expect that all staff and students should feel safe and secure, in an environment free from abuse, bullying or violence, in which boundaries and expectations are clear.
- Governors expect all members of the school community to behave responsibly and treat each other with respect.
- Governors believe that high standards and expectations of behaviour lie at the heart of a successful school.
- Governors believe that bullying or harassment, whether inside or outside of school, is unacceptable and measures to counteract this will be consistently applied and monitored for their effectiveness.
- Governors believe that positive behaviours should be acknowledged to encourage good behaviour in the classroom, around the school, and when representing the school off-site.
- Governors recognise that some pupils may need additional support to meet behaviour expectations.
- Governors believe that the use of rewards and sanctions should be appropriate to the incident inciting their bestowal and to the context of the student(s).
- Governors recognise that sanctions should be applied fairly, consistently, proportionally and reasonably, considering SEND, disability, and the needs of vulnerable children, and offer support when necessary.

- Governors believe that violence, threatening behaviour, abuse, or acting in a manner disagreeable with the Parental Code of Conduct, by pupils or parents, will not be tolerated.
- Governors expect that sanctions for unacceptable or poor behaviour should be known and understood by all staff and pupils and consistently applied.

At Sheringdale we endeavour, at all times, to provide the most effective and efficient education that we can in a warm, respectful and caring atmosphere within a quality learning environment. It is our aim to develop in all children the desire to learn and the ability to apply their knowledge. At the same time, we want to help each child to attain the self-esteem and confidence necessary for a full and happy life. Through active learning experiences and subsequent understanding, we wish to cultivate in all children not only an appreciation of the need to learn, but also a pride in their work, respect for their surroundings and good relationships with others at home, at school and in the community. This links in with the school's vision as follows:

### **SCHOOL VISION:**

**Learn  
Create  
Grow  
Together**

### **Aims**

1. To clarify to all members of the school community what is meant by good behaviour.
2. To maximise the impact which the school can make to encourage positive behaviour.
3. To minimise misbehaviour and reduce the possibility of confrontation by creating a consistent, positive structure.
4. To ensure that all staff use a wide range of rewards to motivate pupils in and outside the classroom.
5. To encourage a positive learning environment where effort, hard work and good behaviour are recognised and rewarded.
6. To ensure that pupils, teachers and parents have a clear understanding of the consequences of misbehaviour.
7. To ensure that non-teaching staff feel that they have an important part to play in encouraging good behaviour.
8. To encourage pupils to co-operate with one another and enjoy a friendly relationship with all school staff.

### **Arrangements and Procedures**

## **Whole School**

Rules are child friendly, positive and easy to follow.

### **SCHOOL RULES**

1. We are kind and helpful
2. We listen
3. We respect
4. We are honest
5. We work hard and do our best

## **Classroom**

At Sheringdale we believe that well-organised classrooms with appropriately differentiated and stimulating activities promote positive standards of behaviour.

**Rules** for each classroom are established with children at the beginning of each school year. These are reinforced and evaluated regularly and link with the whole school code for behaviour. The number of ground rules and the precise wording depends on the age of the children and the outcomes of discussions with them. Where possible, rules are phrased in a positive way.

**Classroom routines** are established annually and are reinforced and evaluated regularly with the children. Teachers present children with a daily timetable to follow.

Teachers at Sheringdale have the option to use a range of rewards to motivate the children in order to manage behaviour within the classroom. It is essential that all adults within the class team adhere to the school system and are consistent and fair. Teachers and teaching assistants also use 'positive behaviour language' at all times to encourage children to make 'good choices'

During the handling of disputes, time is taken to listen to all parties involved in order to gain an accurate picture of what has happened and to ensure each child feels listened to. Any incidents need to be dealt with as soon as possible. This is particularly important for younger children.

## **Rewards**

At all times we aim to use positive reinforcement and praise as an effective means of: -

- teaching and reinforcing appropriate patterns of behaviour
- nurturing harmonious classroom relationships
- boosting self-confidence and as a consequence promoting effective learning.
- Rewards:
  - Praise.

- House points.
- Stickers.
- Certificates.
- Good book and special assemblies.
- Parents and head teacher informed.
- Opportunities to represent the school.
- Praise in newsletter/website.
- Fire/Sun/Water and Earth house team rewards.

### **Sanctions**

Teachers use the following strategies when discussing inappropriate behaviour with a child:

- be firm but not aggressive
- criticise behaviour not the child
- use private rather than public reprimands
- be fair and consistent

Inappropriate behaviour may be ignored when it is considered to be the best option e.g. in cases of persistent attention seeking.

### **CONSEQUENCES**

<b>Green</b>	<b>Positive behaviour</b>	<b>Rewards</b>
	Following the school rules – We are kind and helpful, we listen, we respect, we are honest, we work hard and do our best	Praise from staff Entered in to the Good Book House Points Reward Afternoon
<b>Colour code</b>	<b>Inappropriate behaviour</b>	<b>Sanctions</b>
<b>Yellow</b>	Being unkind towards another child (verbal) Disturbing/ Disrupting Off task Not following instructions	Warning(s)  Time out in classroom – period to reflect on actions and feelings using Zones of Regulation
<b>Orange</b>	Continued behaviour from yellow Being rude or disrespectful to another child/adult Being dishonest Misuse/damaging/breaking school property Repeat offending Swearing	Time out from playtime, incident recorded and reported to parents
<b>Red</b>	Continued behaviour from orange Being physically aggressive with another child Verbal abuse: using discriminatory	Sent to SLT (incident recorded, reported to parents) and exclusion from class/playground/dining hall (set period depending on incident)

	language against protected characteristics Physically harming an adult	Fixed term internal suspension/ external suspension [depending on incident] (DHT/HT)
--	---	--

In exceptional circumstances the school may exclude children permanently under the DFE regulations.

When imposing a sanction, it is important to deal with individuals or groups of children as opposed to the whole class.

Cases of bullying and the use of abusive language against protected characteristics are treated very seriously. Any children concerned will be provided with opportunities to discuss the incident and appropriate counselling will be provided and recorded. Whenever necessary, parents will be involved. All bullying incidents and outcomes are recorded on CPOMS. (See Anti-Bullying Policy)

### **Lunchtime Supervision/After School Clubs**

The lunchtime supervisors and outside agencies that run clubs are required to follow the same guidelines when employing rewards and sanctions in order to promote appropriate standards of behaviour. To assist in this process, supervisors and outside agencies will be given a copy of the school rules and be encouraged to use House Points to help promote positive behaviour. If they have any concerns with children at lunch or during club sessions they must report it to the Behaviour Leader who will then speak with the specific children involved. If behaviour is deemed not acceptable during after school clubs the child will be given a 'Warning' and parents informed they have one more chance to show appropriate behaviour otherwise they will be removed from the club.

At lunchtime a range of play equipment is provided for the children to use. Junior children are allowed to play with the younger children in the Infant playground if they are a "playground buddy".

A smooth transition between lesson time and lunchtime is important. The class teacher will be responsible for taking their class to the playground and wait with them until supervision has arrived. It is also important to develop acceptable routines for personal hygiene e.g. washing hands before lunchtime.

### **Managing Challenging Behaviour**

The above guidelines and procedures are satisfactory for dealing with the majority of children in the majority of cases. However, for a small number of children, or on specific occasions, further strategies may be required.

It may be necessary to develop individual behaviour management programmes (IBPs) for specific children. This may involve devising a system of individual targets and a very specific set of rewards. It is again important to stress that all procedures should be based on the positive and that rewards, once earned, cannot be taken away.

The classroom development of rules and routines may need to be more structured and require more discussion and reinforcement dependent on the class cohort.

Sheringdale believe children should feel safe and secure, in an environment free from abuse, bullying or violence, in which boundaries and expectations are clear and provide opportunities for personal development, enabling children and young people to maximise their personal potential.

### **Positive Handling**

Positive and protective handling refers to the application of reasonable force with the intention of protecting a child from harming him/herself and/or others or seriously damaging property.

Positive and protective handling techniques should be used rarely and exceptionally, as a last resort when other courses of action have failed, or in extreme emergency circumstances when there has been no opportunity to employ agreed strategies. Staff should always use the minimum degree of intrusion or intervention required.

The use of physical interventions must never be used as a punishment and always be the last resort.

### **Legal Framework**

- An employee may have lawful excuse for the use of positive handling if:
- preventing a child or young person causing harm to themselves
- preventing a child or young person committing a criminal offence
- preventing the child or young person causing harm to another person, this may include other staff, adults, volunteers or members of the public.
- preventing any behaviour which is prejudicial to the maintenance of good order and discipline. (section 93 Education and Inspections Act 2006)

### **Emergency physical interventions**

On occasion it may be judged by a member of staff or team that the use of a physical intervention may be appropriate given a level of relative risk in a situation that could be described as unforeseeable. Staff remain responsible and accountable for their actions or inaction and must still act within current legislation and guidance.

### **Risk Assessment**

In order to ensure the health and safety and wellbeing of children and staff it is essential that a risk assessment approach is adopted for all physical interventions. Individual risk assessments will be needed where it is known that a child has difficulties or additional needs.

### **Physical Intervention Training**

Training provided should cover ways of avoiding or defusing situations in which physical intervention might become necessary, as well as training in appropriate methods of physical intervention. At least one member of staff is officially trained in verbal and safety intervention.

### **Training and support**

The Behaviour Leader will support teachers and teaching assistants by providing termly training at TA meetings and staff meetings. The Behaviour Leader will track House Points and organise a reward for the winning house each half term. The Behaviour Leader will be available to support teachers with inappropriate behaviour during the school day.

Date: Autumn 2024

Review date: Autumn 2026