



Southfield Primary School

Behaviour Policy

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Southfield's Vision and Values

For every child, we aim to provide a happy, nurturing community which inspires them to learn and to be their best.

At Southfield we value:

- Respect
- Optimism
- Honesty
- Inclusivity
- Fairness
- Perseverance

Aims

- To establish and maintain a consistent and fair approach to the management of the behaviour of pupils throughout the school
- To acknowledge that maintaining good behaviour within the school is a shared responsibility
- To ensure staff use a positive, proactive, reflective approach to behaviour management by reviewing our systems and processes on a regular basis
- To ensure pupils are confident in their right to be treated fairly
- To ensure pupils can learn in a safe, calm, positive environment
- To develop in pupils a sense of self discipline, to learn to be respectful to adults and one another and show acceptance of responsibility for their own actions
- To develop in pupils an awareness of and adherence to appropriate behaviour in a range of social situations.

Through consultation (with, staff, and pupils) the following Ready for Learning Goals have been agreed:

Early Years (Nursery and Reception)

Good caring
Good sitting
Good listening
Good looking

Key Stage 1 and Key Stage 2

I am being calm of mind and kind
I am focusing on the person teaching
I am working well with others
I am using learning skills
I am having a go and persevering
I am believing in myself

All members of the school community have the responsibility to work together on reinforcing these goals and to build understanding, trusting and mutually respectful relationships to enable every child the opportunity to be Ready for Learning.

Curriculum

The principles of our code of conduct are taught directly through the PSHE and citizenship curriculum which includes Social and Emotional Aspects of Learning (SEAL) and circle time. School assemblies are also used to develop children's social, emotional and behavioural skills.

Staff Responsibilities

Our school code of conduct applies to all members of our school community.

All staff have a responsibility to look for opportunities to praise positive behaviour in the classroom, around the school and on visits outside the school. It is important that all adults working in the school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is noticed.

All staff should (See Appendix 1):

- Follow the hierarchy of rewards and sanctions
- Aim to be proactive in managing behaviour by intervening before the behaviour happens
- Follow the systems and strategies outlined in the Behaviour Policy
- Make children aware of appropriate and inappropriate behaviour in all situations
- Develop and follow individual support plans for identified children

- Be aware of all children's behaviour in class and around school, dealing with every incident appropriately and giving mutual support to colleagues
- Deal with problems calmly
- Be as consistent and fair as possible in the use of Ready for Learning Goals, rewards and sanctions
- Work in partnership with parents/carers to inform them as soon as possible about an incident that has occurred and how it was dealt with
- Act as a role model, treating all adults and children with respect
- Focus on good behaviour and positive reinforcement
- Be punctual in collecting classes
- Escort children around the school, ensuring all children are monitored - stop children at regular intervals checking the middle and back of the line
- Create a calm working atmosphere in the classroom with well-established routines
- Work closely with other members of staff and outside agencies, implementing advice and strategies for dealing with a child in difficulties
- Provide a challenging, interesting and relevant curriculum
- Record all behaviour incidents on Sleuth
- Be responsible in taking an active role to ensure consistency and a unified approach to behaviour management throughout the whole school environment

Phase Leaders

- Will check phase incidents on Sleuth regularly and work with the class teacher to implement strategies to reduce behaviour incidents
- Will analyse and produce a half termly report on behaviour incidents in their phases
- Will meet class teachers, support staff, SENCo and/or Deputy Heads and, as appropriate with Parent/carers where action needs to be taken

Rewards

At Southfield we reward good behaviour as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour rather than merely to deter

anti-social behaviour. All staff have a responsibility to look for opportunities to praise positive behaviour in the classroom, around the school and on visits outside the school.

We praise and reward pupils for good behaviour, social skills and effort with work throughout the school day and in a variety of ways.

Houses

Children across the school (excluding Nursery) are divided into house groups. The four houses are:

Kew

Chiswick

Gunnersbury

Hogarth

Children earn points for their house by following the Ready for Learning Goals. House points will be given by all school staff. Each week point totals for each house are sent from each class to the Deputy Headteacher. . At the end of each term all the children from the house which has the most points receive a reward.

Sunflower awards

For particular examples of good work or effort, children will be awarded a sunflower award in assembly on Friday. They will have a certificate and a sticker. Their name will be put in the newsletter.

Well Done Notes

Teachers give Well Done notes to give children immediate praise for making the right choice and for working well.

Team Time

Key Stage Two have Team Time. This is a whole class reward and has to be earned. This means that one week a class may have earned only 5 minutes or the full thirty. The children are part of the process of deciding how to spend their time but this does not include any outdoor games or extra playtime.

Individual awards

Every time a child receives a house point they are entered into a weekly raffle. At the end of the week, raffle prizes are given out to the lucky ticket holders.

Ready for Learning certificates

On a half-termly basis children who consistently behaved and have followed the Ready for Learning Goals well will be given a Ready for Learning certificate and a badge in an assembly.

Ready for Learning Lining up Award (KS1 and KS2)

At the end of every playtime and lunchtime each key stage is judged on how well they are lining up, the aim being they are ready to go into class to learn. Points are given to the best two classes that are lined up in each key stage. At the end of the week the class with the most points earns an extra ten minutes of playtime.

Behaviour Ladder

Each class has a behaviour ladder displayed in the classroom. Each day every child starts on the green and they can move up or down depending on their behaviour choices.

Gold- for children that are consistently following instructions and the Ready for Learning Goals

Green- children are following instructions and Ready for Learning Goals

Yellow- children have received a verbal warning as they are not following instructions and Ready for Learning Goals

Red- children have received a number of warnings, they are sent to the parallel class for some time out and to reflect on their behaviour choices

Early Years Foundation Stage

FS1 (Nursery) are praised for good behaviour and are given stickers for very good work/effort/achievement.

FS2 (Reception) have a behaviour ladder. All children start on green and can move up to gold for very good behaviour/effort/achievement. They are rewarded with stickers.

Sanctions - After a warning the children move down the behaviour ladder to yellow, if they continue they move to orange and then to red. If the

children are on red they miss out on an activity they enjoy. For a short amount of time the child is sitting aside to have reflection time wherever they are.

Sanctions

The expectations of pupil behaviour are based on the Ready for Learning Goals. At the start of the academic year the class teacher will discuss the goals with the pupils. Ready for Learning Goals must be clearly displayed and referred to when sanctions are applied to ensure the pupil is clear as to why the sanction is being applied.

In most cases a look of disapproval or a quiet word will be sufficient. However if a pupil continues to present unsatisfactory behaviour a hierarchy of sanctions may be applied.

Consequences

- Stage 1:** Children are given visual/verbal warnings.
- Stage 2:** If a child receives 4 warnings he/she will be sent to the other class in the year group. The teacher sending the child out will open the incident on Sleuth.
- If a child's behaviour choices have meant that he/she has not completed work set in class, teachers can arrange for the child to complete the work at lunchtime with a designated member of staff.
- Stage 3:** If the **phase leader** believes the in class strategies are not working he/she will meet the class teacher to discuss other strategies and agree next steps to improve behaviour (e.g. behaviour chart, complete an Individual Behaviour Plan and/or make a referral to SENCO)
- The Phase Leader informs the Deputy Head of the steps that will be taken.
- The Phase Leader then arranges to meet the child's parents/carers and discusses the behaviour and next steps.

Stage 4: If after a set period of time, no significant improvement has occurred, the matter will be referred to the Headteacher. Additionally outside agencies may become involved.

Very serious behaviour issues such as:

- bullying (as defined in the Anti-Bullying Policy)
- pushing, kicking, hitting, punching or any violent act resulting in physical injury
- acts of racist abuse
- verbal threatening, name-calling and teasing

will be referred to a member of the Strategic Leadership Team.

Procedures when SLT are called

Behaviour classifications (see appendix) :

- **Yellow** = Continuous disruption / unskilful behaviour
- **Red** = Chronic behaviour

After continuous yellow behaviours or red behaviour a child is sent to the office with yellow or red card. SLT will be informed which class needs assistance and will come to class and remove the child- (at this point aim is to return to RfL state)

- 1) Card - Child gives office card (yellow or red), they inform SLT member. SLT removes child from class
- 2) 5 minutes - Calming Time - Calming box (fidget items), water offered
- SLT control time as may need to extend if not visibly calm
- 3) 5-10 minutes - Reflection Time - Think/Reflection sheet (restorative practice questions) at table (KS 1 & KS2 sheets). Cognitive behaviour therapy sheet - Thought/feelings/behaviour/physical reaction sheet. On completion of sheet SLT discusses.
- 4) 2-5 minutes - Repairing Time - Return child to class for repairing procedure with teacher to re-establish Ready for Learning or to a different class and postpone repairing procedure

Repairing procedure

- Teacher and child restore relationship outside class - SLT covers.
- Teacher and child enter. Follow up any further discussion about the behaviour at end of class
- On follow up - Teacher discusses using Restorative practice questions to prevent triggering another incident

Restorative questions

What happened?

Who was affected by what happened/ how were they affected?

What was your thinking / feeling when it happened? What do you think those affected or watching were feeling?

What needs to happen to repair what happened, to make it right?

5) 20 minutes - Payback Time - Child "pays back" time for work missed in class at lunch or following day at lunch

Note: If child refuses to return to class

- additional calming down time and discussion with preferred adult
- child returns to a different class or works outside classroom
- phone call to parent

Crisis in SLT area

- If a child becomes violent in SLT area - Two/three seats in SLT area will be needed, whereby two SLT members will restrain the child to keep safe

In extreme circumstances or as a last resort the Headteacher may consider the possibility of short or longer-term exclusion for a child that shows continuous disruption/violent behaviour.

It is essential to gain the support and cooperation of parents/carers when a pupil fails to adhere to the school's code of conduct. A meeting may be arranged with parents/carers at any stage to ensure they are kept fully informed and to avoid more serious sanctions being imposed.

Behaviour Plans to Support Pupils

During Stage 3 the class teacher, Phase Leader and SENCO will draw up an Individual Behaviour Plan to support the pupil in partnership with parents/carers. All staff working with the pupil will be informed of this to ensure a consistent approach throughout the school day. If the problem continues, the school will work with outside agencies to seek solutions to support the pupil.

Lunchtimes

During lunchtimes, the SMSAs supervise the children. Should an incident occur, they will take appropriate action and record it on an incident report form. Incident forms are then input onto Sleuth by a member of staff on a daily basis. If the incident is serious the member of the Strategic Leadership Team on duty will be informed immediately and they will take over responsibility for dealing with the incident. The SLT member will then update the action that has been taken on Sleuth.

Monitoring and Review

The Headteacher and Strategic Leadership Team monitor the school behaviour policy on an ongoing basis to ensure consistent implementation throughout the school.

Phase Leaders monitor behaviour within their phase by looking at Sleuth on a regular basis. They also produce an analysis every half term which includes looking at patterns of behaviour and at where and when incidents occur and assessing success of Individual Behaviour Plans.

SLT then look at the analysis and action where necessary.

This policy will be reviewed by the Strategic Leadership Team and Governing Body on an annual basis.

REVIEW OF POLICY

Governing Body Sub Committee	Published	Review Date	Author
Learning and Teaching		October 2018	Amandeep Tamber
Headteacher's Signature			
Chair of Governors Signature			

Appendix 1 Staff Behaviour Checklist

Being an effective manager of behaviour involves:

- Working together, consistently.
- Trying to understand why the behaviour is being used.
- Questioning the cause of the behaviour, i.e. is the behaviour because of a special or sensory or emotional need or a poor social skill?
- Finding ways to prevent unskilful or chronic behaviours.
- Finding ways to turn unskilful behaviour into skilful behaviours.
- Developing safe, trusting and respectful relationships with the children.
- Acknowledging that some children with behaviour plans will need a specialised way of managing their behaviour and that only the staff on the behaviour plan should manage certain children's behaviour, unless the situation is immediate and deemed unsafe.
- Noticing the good - "I noticed you helping a child who was crying today. Well done."
- Managing and investigating a situation without judgement or emotional involvement.
- Understanding that when children behave inappropriately it may be to get your attention, avoid a task that's too hard or take a sensory break.
- Understanding that your behaviour matters. Your behaviour in managing a situation will influence the child's behaviour.
- Understanding that the environment matters. The emotional safety of the environment felt by the child will influence the child's behaviour.
- Creating a supportive, caring and inclusive learning environment.
- Providing children with routines and procedures so they know what

to do when different situations arise.

- Providing varied and stimulating lessons and learning activities.
- Providing regular, brief periods of movement or brain breaks, such as mindfulness games.
- Organising the structure and resources of a session effectively.
- Using visual learning aids to facilitate learning

Using the Ready for Learning goals to develop lifelong effective behaviours

Appendix 2- List of Unskilful and Chronic Behaviours

Unskilful behaviours

- Calling out
- Not following instructions
- Talking when not supposed to
- Rolling eyes
- Kissing teeth
- Answering back
- Pretending to be the teacher
- Name calling
- Throwing things (in general)
- Swinging on chairs *(sensory)
- Walking around classroom
- Arguing
- Continued requests for toilet
- Disrespectful behaviour
- Parroting / finishing sentences
- Tapping / silly noises *(sensory)
- Scribbling
- General class disruption
- Laughing at class clown
- Pulling faces
- Mimicking
- Fidgeting *(sensory)
- Sitting in someone else's chair
- Intimidating others
- Annoying others
- Lying
- Not using manners
- Not listening
- Chatting
- *(sensory) Please remember for some children these behaviours may be due to their sensory needs, if you think this is the case please speak to the SENCo about this.

Chronic Behaviours

- Throwing objects at someone
- Spitting at someone
- Intentional physical harm
- Intentional property damage
- Swearing at someone
- Racism/sexism
- Disrespect to any adult

- Unsafe behaviour
- Acts of violence
- Stealing
- Insults at someone