

Springhead Primary School

Behaviour Policy

Springhead primary school is a community based on principles of respect, responsibility and consideration for all. Every member of our community has the right to learn in an environment where they feel valued and safe. Every member of our community has the responsibility to ensure that this happens.

At the heart of our principles is the school code of conduct, this has been written and reviewed by the children and is regularly referred to in all of the work that we do.

School Code of Conduct

Always be polite, truthful and honest

Be helpful and kind

Show respect for others and their belongings

Treat others as you would like to be treated yourself

Look after our school and take care of the school environment

Make healthy choices about food and drink and exercise

Work together to achieve the very best that we can

Do our best to make school a happy, exciting and enjoyable place to learn

For our community to flourish we feel that it is important that positive relationships are encouraged. To support children in developing these relationships we ensure that Social and Emotional development and the values of our Code of Conduct are at the heart of what we teach. This is developed through whole school regular teaching of SEAL and PSHE. This is carefully tied into our assembly programme which provides a weekly social, emotional and religious theme around which all worship is based.

Regular revisits to key learning themes such as Well Being, Bullying awareness, Health, Dyslexia and e safety ensure that previously learned themes are kept as part of pupil awareness. Talking Groups sessions ensure that pupils from years 1 - 6 have the opportunity to discuss and use their pupil voice to share their opinions on different social, emotional and school matters. The school has a focus on developing good manners with a monthly Manners Matter target which focuses on developing pupils social skills. Theme weeks enable pupils to explore in depth key areas of learning such as Healthy Eating, Exercise, Respect for other Cultures, Respect for our Environment, British values. Whenever possible these themes are explicitly linked to our Code of Conduct to enable pupils to see how learning is linked.

As a school we believe that good behaviour is developed through a combination of positive relationships and a learning environment that meets pupil needs. Building relationships with pupils is at the core of the Teacher's role. Teaching Assistants and Lunchtime Supervisors are provided regular staff development and support to further their skills in building and developing positive relationships. At playtimes and lunchtimes our emphasis is on promoting good and positive behaviour by playing and interacting with children.

For children who need additional support, nurturing programmes, circles of friends and mentoring programmes are in place.

We also provide children regular opportunities to support and encourage each others positive relationships through our Play Leaders, Talking groups and Sports Ambassadors system.

Our Learning environment has been carefully planned and developed to meet the needs of our pupils. We believe that our pupils learn best when they have opportunities to be active and creative, we have therefore developed a curriculum that stimulates learning through active and creative opportunities. We pay close attention to tailoring our curriculum to meeting the needs of boys and staff training has been provided to promote this. Staff are encouraged to use outdoor learning opportunities in the school grounds, allotment and local woodland as much as is possible.

The classroom environment is a fundamental element in effective behaviour management. Good behaviour and respect for the environment and others is promoted through carefully organised classrooms where resources are tidy, accessible and appropriately labelled so that pupils

can work with independence and actively shape their own learning. The most effective classroom organisation maximises space and enables pupils to take control of their learning.

The same clear and effective organisation is a key aim throughout the school building. All staff must check and maintain tidiness in corridors and out of classroom learning areas. Please ensure that all resources are returned to the correct location once they have been used. Subject Coordinators must monitor resources and ensure that they remain tidy, well labelled and organized. It is fundamental that as a staff we lead by example. Pupils will learn to value and respect their environment if they are given an environment that deserves such respect and they see adults modelling using and caring for our environment appropriately.

Our expectation is that children will behave well and want to behave well. This intrinsic motivation in most cases is enough. The recognition of good behaviour through noticing with a smile, a verbal well done and a positive response of praise, reward the children with positive attention. Additional classroom reward systems can support with this.

Rewards for good learning, behaviour and manners are selected by the class teacher dependent upon the age, interest and motivation of the year group. Children enjoy rewards that are targeted to their age group and are refreshed and made meaningful by a new class teacher. All teachers follow a reward system such as praise points, stars or credits, which allow other staff members including dinner staff to praise and award individuals. Rewards are used consistently for pupils and allow children to communicate their achievements with family. There are additional whole school certificates and congratulatory letters to send to parents, available should staff wish to use them.

Friday achievement assemblies celebrate the behaviour of children and their attitude to learning. Each class teacher selects three pupils from their class for special recognition for best behaviour, best work and best piece of work. The children's names are recorded in the school Gold Book for parents to see. Children are rewarded with positive affirmation in the whole school assembly and the best piece of work is shared. In addition to this, once a term every class teacher selects three names for nomination for the Endeavour Cup which celebrates children who have behaved well and endeavoured in their learning consistently across the term.

The school expects every member of our community to be responsible for their behaviour. For some pupils further guidance may be needed. On these occasions individuals may have a specific targeted reward system within the whole class situation to encourage their focus in learning and behaviour. This will be recorded on their individual SEN Support Plan and is shared with parents.

In situations where children have not followed the school code of conduct it may be necessary to issue the pupil with a consequence.

Consequence for Pupils:

1. Warning given
2. Part or all of playtime lost - child stands on playground by Year 1 and 2 classrooms / Year 5 and 6 classroom
3. Note of apology.
4. Time out in another classroom
5. Child is sent to Mrs Anderson or Mrs Condliffe who will provide additional sanctions.
6. Child is sent to Mr Anderson

Serious Incidents

A serious incident is a situation where a pupil demonstrates extremely inappropriate behaviour. In the event of such an incident staff members should always call for a member of the Senior Leadership Team to support them in dealing with the situation.

The school has zero tolerance of bullying and will investigate the situation fully and treat such acts as a serious incident.

Malicious accusations against members of staff are also viewed as a serious incident.

Serious Incidents are dealt with a case by case approach dependent upon the age, needs and prior behaviour history of the pupils involved. At all times the emphasis is upon dealing with the situation effectively, fairly and ensuring that any victims are given the support they need.

Any child involved in a serious incident will have their parents invited into school to discuss the situation. A sanction or sanctions will be given which are based upon the severity of the event, frequency of misbehaviour (is this an accumulation of events which have already

been punished) and the attitude of the pupil (are they showing remorse). At all times sanctions given are at the discretion of the school. They may include loss of privileges or playtimes over an extended period of time and in the most severe situations isolation from other pupils or exclusion. If a parent is unhappy with a sanction that is provided they are welcome to discuss the situation with the Headteacher.

At times incidents occur outside school. If such an incident occurs whilst pupils are with staff at a school organized event these will be dealt with as any other serious incident would. However should an incident occur where staff are not responsible for pupils such as at weekends or evenings after school the school does not provide sanctions or discipline pupils. Should parents wish advice the school is always happy to offer guidance and support and will at times speak to pupils should the school deem that such actions may impact upon behaviour in school or if staff are concerned that pupils are putting themselves in dangerous or hazardous situations. The sanctioning of pupils for out of school situations is the remit of parents.

Every teacher has the legal right to confiscate items that are disrupting pupils from learning; have been brought into school without the permission of parents; are against school rules; inappropriate or illegal would be dangerous or hazardous for the pupil to have. Such confiscations are at the discretion of the teacher, any items that are inappropriate, illegal, dangerous or valuable should be discussed with Mr Anderson. Any items such as weapons, suspected drugs, extreme or child pornography will be immediately handed to the police.

Teachers may decide when or if items are to be returned to pupils. It is generally recommended that if a child is persistently bringing inappropriate items into school these items are returned to the pupil's parent or guardian.

If a pupil is believed to have inappropriate, dangerous or stolen items in their school bag Mr Anderson or a member of the SLT have the right to search pupil's bags. Such items can include mobile phones brought into school without schools permission. Please note that should parents wish their child to have a mobile phone for security during the journey to or from school this must be given to

the teacher at the start of the school day and it will be safely stored until home time. Pupils using their phones on the school site at any point will have them confiscated.

Behaviour Monitoring

The class behaviour is monitored the class teacher who may record issues of negative behaviour or behavioural concerns in a class log book. A file to record more serious behaviour incidents is kept by Mr Anderson, any pupils whose behaviour is a cause for concern will be spoken to and additional programmes put in place to support their behaviour issues.

Pupils who are persistently showing behaviour issues have their parents invited into school to discuss their behaviour with the class teacher and Mr Anderson. In this event a behaviour diary may need to be put in place to monitor and support the child's behaviour towards agreed set targets.

A Behaviour Diary may be used for a consistent form of liaison with a child's parents or carers. It should include sections for appropriate sessions within a day. Each session should be signed, stamped or stickered and parents need to sign the diary each night to say that they have seen it. An agreed home - school reward system needs to be in place linked to the behaviour diary, this can still include rewards and sanctions identified but should be broken down into smaller and more frequent steps.

For some pupils additional support with their behaviour is necessary, in these circumstances the Senior Leadership Team work closely with the class teacher (and parents where appropriate) to develop systems that will support pupils and ensure that their behaviour is managed effectively. This may include staff training for TA's and Lunchtime Supervisors on the most effective behaviour management strategies to meet individual pupil needs, developing time out and cool down areas, setting up mentoring programmes, and developing individualised behaviour programmes. Where necessary additional support is provided through observation and discussion to ensure that the school behaviour policy is being followed fully and effectively, additional input from outside agencies and use of staff members to provide extra in class support or targeted group support.

Pupil involvement

A fundamental element of our behaviour expectations is the development of personal responsibility and independence. To encourage this we use a system of pupil mentors and opportunities for all pupils to contribute to their community.

Play leaders - all year 6 have the opportunity to enrol as a Play Leader, they are given training throughout the year and work with younger children to encourage positive play and social interaction. As part of their role Play Leaders are encouraged to award Praise Points to pupils who are following our school code of conduct.

Sports Ambassadors - all pupils years 3 - 6 have the opportunity to be a sport ambassador, candidates are voted for by their class. These pupils are then actively engaged in promoting sports engagement, supporting their peers and developing pupil voice regarding sports and lunch and playtime activities.

Talking Groups -pupils have the opportunity to exercise their pupil voice on different issues, events taking place, these are a combination of events and issues introduced by the staff as part of the Social and Emotional development programme and issues that the children themselves have raised. ie. As a direct result of pupil requests the outdoor areas have been developed to include more undercover seating areas.