



Sandy Lane Primary Schools Behaviour Policy

Governors' Statement of General Principles With Regard to Behaviour

Rationale

This statement has been drawn up in accordance with the Education and Inspections Act (2006) and DfE guidance (Behaviour and Discipline in Schools, 2013).

The purpose of the statement is to provide guidance for the Headteacher in drawing up the school's Behaviour and Discipline Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the pupils in school as well as taking full account of law and guidance of behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them.

This is a statement of principles, not practice. It is the responsibility of the Headteacher to draw up the school's Behaviour and Discipline Policy, though he must take account of these principles when formulating this.

Principles

The governors at Sandy Lane Primary School strongly believe that high standards of behaviour lie at the heart of a successful school. This enables pupils to make the best possible progress in all aspects of their school life and ensures all staff are able to teach and promote good learning without undue interruption.

All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils themselves. All visitors to the school should feel safe and free from the effects of poor behaviour at all times.

Sandy Lane Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort. To this end, the school should have a clear Anti-Bullying Policy that is known and understood by all, consistently applied and regularly monitored. Measures to protect pupils from bullying and discrimination should be clearly set out and regularly monitored for their effective implementation.

Parents and carers should be encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the local community and in life after school. Clearly, parents will deal with poor behaviour if it is in the home. School will provide support, if we feel this behaviour is having a negative impact on your child's education. The responsibilities of pupils, parents/carers and school staff with respect to pupils' behaviour is outlined in the Home School Agreement.

The school codes should be clearly stated in the Behaviour and Discipline Policy. These should set out expected standards of behaviour and explained to all pupils. The governors expect the codes to be consistently applied by all staff and monitored regularly.

Governors would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour and Discipline Policy and monitored for their consistent application and effectiveness.

Sanctions for poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the Behaviour and Discipline Policy so that pupils, staff and

parents can understand how and when they must be applied. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if he fears one may take place e.g. if illegal drugs/ weapons are discovered or cyber-bullying. Sanctions should be monitored for their effective impact.

The Behaviour and Discipline Policy should set out the disciplinary action that will be taken against pupils who have been found to make malicious accusations against the school staff. Governors expect the Headteacher to draw on the guidance in Dealing with Allegations of Abuse against Staff document when setting out the pastoral support that staff should expect to receive if they are wrongly accused.

The governors expect the Headteacher to include the following in some detail in the Positive Behaviour and Discipline Policy:

- a) **Screening and searching pupils:** the reasons for searching pupils should be made clear, together with details of who may search, where such searching should take place, what will happen to any banned items found as a result of such a search and what sanctions will be applied. It will also be made clear that parents do not have to be informed before a search.
- b) **The power to use reasonable force or make other physical contact:** the situations in which reasonable force may be used (including removing disruptive pupils from classrooms, preventing them from leaving or from hurting themselves or others) should be stated. A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained.
- c) **The power to discipline outside the school gates:** disciplining beyond the school gates covers the school's response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises. Governors must be satisfied, in all situations arising, that the measures proposed by the Headteacher are lawful and that staff and pupils know that sanctions can be applied.

Rationale

At Sandy Lane Primary School we believe that good behaviour is a prerequisite to effective learning and therefore promoting and recognising good behaviour is our ultimate aim. Staff should provide a positive role model for the children whilst teaching them how to exhibit good behaviour and why this is important. Our school codes promote good behaviour, are few in number, clear and consistently implemented. Unacceptable behaviour choices are addressed by establishing the reason for and the consequence of the behaviour including the impact actions may have had on others.

"Every child has a right to learn and every teacher has a right to teach."

Aim:-

- To create a calm, orderly atmosphere in which children feel safe and secure.
- To create an ethos in which individuals feel valued; where personal endeavour is encouraged; where good relationships are developed and where morale is consequently high.
- To have a consistency of approach by all adults with clear guidelines to follow including common language for addressing behaviour and for de-escalation.
- To reward rather than chastise, to praise rather than reprimand.
- To teach moral and social behaviour including empathy, feelings, manners and respect as part of the curriculum.
- To provide simple codes / instructions to aid the implementation of positive behaviour strategies.
- To reward good behaviour and sanction unacceptable behaviour encouraging children to reflect on their actions. (see guidance)
- To work with children and parents to address any repeated unacceptable behaviour including severe behaviour.
- Explore every element of the behaviour guidelines before the possibility of exclusion is explored.

Sandy Lane Code.

The Sandy Lane Code

Respect

To show....

1. Resilience, Passion and Excellence

Never give up

2. Self – awareness and Empathy

Care for yourself and others

3. Teamwork and Communication

Work together

The Codes are taught to the children at the beginning of every school year and are referred to on a daily basis as a way to highlight both good and unacceptable behaviour. School codes, rewards and consequences are on display in every classroom and communal space. They are also displayed at the front of planners.

Rewards

Class Dojo



Class Dojo is an electronic reward system. Children will be rewarded Class Dojos for their good behaviour.

We aim to foster a positive classroom where hard work and a positive attitude to work and each other is recognised and celebrated.

Dojos are to reward good behaviour and must not be taken off.

In Reception children will receive a sticker for every 10 Dojos awarded.

Key Stage 1 and Key Stage 2

Children will receive a certificate for every 25 Dojos awarded and a prize for every 50 awarded by Mrs Newsome.

Classes will receive a special reward chosen by them for every 250 Dojos they collect together.

Stars and students of the week

- There will be a sticker and certificate presented at the weekly 'well done' assembly to one selected pupil from each class in Reception, KS1 and KS2. A badge will be presented to one pupil from each key stage, for outstanding achievement (this could be for academic achievement, good citizenship or extra effort) that week. These will be linked to a whole school focus.
- Each child will receive a well done postcard from either Mrs Newsome or Mr Cooper, which will be sent out in the post. A group photograph will be taken and displayed on the celebration notice board and this will be displayed on the school website.

Zero Tolerance Behaviour



Traffic light system (green, amber, red) to be used in classrooms throughout school from Reception to Year 6 All children's individual name cards are to be displayed on 'GREEN' for go! Children whose names are on green at the end of the day will be awarded a dojo (These will be put on by the LSA at the end of each day).

Sanctions need to be consistent and sure to happen in order to be effective. Always endeavour to be fair and honest, be prepared to apologise if you have made a misjudgement as we are all human and children like honesty and fairness.

Never give a consequence without following it up.

There must be a fresh start every day.

These sanctions are given to a child or a class when children do not follow the codes.

1. If a children breaks a code they must be given a warning.
2. If they continue to break the same code they must move their name to amber. Children who correct their behaviour will go back to green.
3. If they continue to break the code their name will be moved to red.
 - **Once a child has gone to red, a red behaviour slip will be sent to parents. This will have to be signed and returned to the class teacher.**
 - **They will also miss their playtime.**
4. Anyone who goes onto red twice in one week will be given a lunch time detention.
5. Children who are given 3 lunch time detentions in a half term will be given a 30mins after school detention. Phase leaders will send out after school detention letters. These will have to be signed by parents and returned to the phase leader before the detention can be taken. If an after school detention is given this will then transfer to a severe letter being sent home.

For children who have persistent bad behaviour see flow chart.

Key Stage 1

Anyone who goes onto red twice in one week will be given a lunch time detention. If a child is given 3 lunch time detentions in a half term a meeting with their parents will be arranged by the phase leader and the child will receive a severe letter.

**If parents would like school to discuss any behaviour letters that have been sent home .
Please contact the school office and ask to speak to your child's class teacher or a member of the Senior Leadership Team.**

Zero Tolerance Behaviour Flow Chart



All children start each day on Green

If a child breaks a code they will be given a warning

If a child continues to break the codes they will be asked to move their name to amber

5 amber behaviours in one week will result in a red

If the child continues to break the codes they will be asked to move their name to red.

If the child corrects their behaviour they can put their name back to green.

Once a children has gone to red, a red behaviour slip will be sent to parents. This will have to be signed and returned to the class teacher.

They will also miss their playtime.

Anyone who goes onto red twice in one week will be given a lunch time detention.

Anyone who goes onto red twice in one day will go the Phase Leader or Mrs Walker and will be kept out of class for 15 minutes.

Children who are given 3 lunch time detentions in a half term will be given a 30mins after school detention. This will transfer to a severe.

If persistent code breaking continues once the child has returned to class they will be given a

If the child corrects their behaviour they can put their name back to green.

If the child corrects their behaviour they can put their name back to green.

Lunch Time Behaviour

Lunch time behaviours are to be recorded in books held by Lunch Time Supervisors (LTS). LTS must record any children who have been put in the book on CPOMS. Behaviour must be recorded as lunch time behaviour and code broken ((use the category selection buttons at the bottom of the incident report to do this). The child's class teacher and phase leader must be alerted to these incidents when they are logged.

If 5 lunch time behaviour are recorded in a week the children will receive a red slip for the phase leader.

Severe behaviour

Severe behaviour rules:

1. **Swearing/ verbal abuse**
2. **Stealing**
3. **Fighting**
4. **Bullying**
5. **Vandalism**
6. **Racial abuse**
7. **Refusing to follow instructions**

Severe behaviour can be referred to SLT. Teacher can make referrals using CPOMS.

First severe will be a phone call and letter to parents followed by half day reflection time. The SL will start a behaviour chart to record improvements over the week. This will be reviewed at the end of the week and discussed with the class teacher and parents.

Reflection time is to include restorative work and class work provided by the class teacher.

Second severe will be a phone call and letter to parents followed by a meeting. Full day reflection and the start of a nurture program. The SEND co-ordinator will be informed and advice and support will be taken from outside agencies.

Third severe will be a phone call and letter to parents followed by a meeting with parents and home exclusion for one day.

Parents have the right to appeal a home exclusion and all usual appeal procedures will be followed.

CPOMS

All children who go on red must be recorded on CPOMS by the class teacher or LSA. Behaviour must be recorded as classroom behaviour or playground behaviour and then the code broken (use the category selection buttons at the bottom of the incident report to do this).

Severe behaviours are to be recorded by SLT using the category **Severe**.

Appendix 2

Anti Bullying

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property. It can be an unresolved single frightening incident that casts a shadow over a child's life, or a series of such incidents.'

It is everyone's responsibility to try and prevent occurrences of bullying by dealing with any incidents quickly and effectively.

Anti-bullying is promoted in school by,

- Encouraging the caring and nurturing side of children.
- Promoting a positive, respectful, co-operative ethos in school.
- Using assembly, SEAL, investors in pupils and philosophy for children to teach positive messages
- Ensure adequate supervision in playgrounds
- Encourage the safe use of technology and teach children E safety messages at an age appropriate level.

We regard bullying as particularly serious and always take firm action against it. We encourage children and parents to work against it and to report any incidents of bullying. Bullying can be physical, verbal emotional or cyber bullying by a single person or a gang.

Incidents of bullying can include:-

- name calling
- malicious gossip
- damage or stealing property
- coercion into acts they do not wish to do.
- violence and assault.
- punching/kicking
- jostling
- teasing
- intimidation
- extortion
- ostracising
- damaging school work and equipment

- Sending or displaying offensive messages or pictures
- Using others passwords or accounts
- “Hacking” into others folders, work or files for any reason

Reasons for being a victim of bullying may be:-

- race/gender/class
- new child in school
- child with family crisis
- disability or difference of any kind
- children who are timid, unlikely to fight back, loners with few friends, anxious or fearful children, younger children and those outside a group.

Early signs of distress can be:-

- withdrawn
- deterioration of work
- spurious illnesses
- isolation
- desire to remain with adults
- erratic attendance
- general unhappiness/anxiety/fear
- late arrival for school
- bed wetting

Reasons for being a bully may be:-

- victim of violence
- enjoyment of power/creating fear.
- copying behaviour at home or on T.V.
- loneliness

Procedure for Allegations of bullying.

All complaints to go to the Deputy Head and Headteacher.

Incidents are thoroughly discussed with those involved and the details are recorded on a serious incident record sheet with perpetrators made fully aware of the serious implications of their behaviour. Parents are involved and actions taken explained thoroughly. The support that parents can offer will discussed and recorded.

Strategies for addressing bullying

- Stress that watching and doing nothing is supporting.
- Be aware and tackle any racist or sexist language.
- Give support to both victim and bully. Victim needs self esteem and self value. Bullies needs to work with others (co-operation rather than competition). Do not bully the bully, find out why they are bullying.
- Reward non-aggressive behaviour in school.
- Follow up, to support victim and prevent reoccurrence.
- Make clear to parent unacceptability of bullying.
- Use peer group pressure and disapproval.
- Help children to see other point of view, How would you feel if...?'

Appendix 3
Racial Harassment

We take racial harassment very seriously and always take firm action against such incidents. We encourage staff and children to be vigilant in recognising and reporting any racist incident. We provide training and education to help to combat such incidents.

Incidents of racial harassment can include,

- Refusal to work/co-operate with peer
- Verbal abuse:
 - names and comments
 - ridicule
 - threats
 - incitement
- Written abuse:
 - graffiti
 - in/on books etc
 - offensive pamphlets/cartoons
- Physical abuse
 - Vandalism/abuse of property
 - Organised racist activity
 - badges and insignia
 - leaflets and other material

Procedure for Allegations of racism.

All complaints to go to the Deputy Head and Headteacher.

Incidents are dealt with as soon as possible and thoroughly discussed with those involved and the details are recorded on a serious incident record sheet with perpetrators made fully aware of the serious implications of their behaviour. Parents are involved and actions taken explained thoroughly. The support that parents can offer will be discussed and recorded.

