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Good Behaviour Policy 2020

Skelton Primary School offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child.

We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behavior and attitudes.



Contents

Ethos	2
Aims	3
Organisation	
5R's	4
Rewards & Incentives	5
Consequences	6
Good Manners	8
Personalised support	
Physical Environment	9
Monitoring	
Problem outside of school	
<i>Appendices</i>	10
1. Staff roles	
2. Guidance for Staff	
3. Home School Agreement	
4. Isolation & Exclusion Flow Chart	
5. Dealing with Persistent Poor Behaviour in EYFS	
6. Dealing with Persistent Poor Behaviour in KS1/2	
7. Behaviour Chart	
8. Sanction Chart	



GOOD BEHAVIOUR POLICY (statutory)

The difference between try and triumph is UMPPPH

We believe that all members of our school, community play a crucial role in creating a positive and supportive learning environment. Teachers and support staff work to give every child the skills and confidence that will enable them to make choices in their lives; this extends to the choices that are made in terms of behaviour.

We expect the highest standards of good behaviour from everyone in our school; all members of staff, pupils, parents and visitors. Our expectations and this policy applies equally to all school based activities, educational visits and extended school events.

In the vast majority of circumstances and for the vast majority of pupils, we promote a consistent approach to dealing with all incidences of undesirable behaviour. We do, however, recognise that our pupils are individuals and that they each have unique strengths, areas of difficulty and, in some cases, very specific emotional/behavioural problems. We recognise that, at times, it may be necessary to be more flexible than usual if a child acts out of character and against the agreed rules. Consideration should always be given to the cause of unusual behaviour when dealing with a situation. Similarly, pupils with recognised and specific emotional/behavioural problems require a prescribed and planned response which must be followed by all staff members.

We are committed to taking positive action that will open up the curriculum, ensuring that differences and diversity is embraced, barriers are removed that may prevent full participation in school life and that everyone is treated fairly and with respect. At Skelton Primary School, we are committed to ensuring that equal treatment of all of its employees, pupils and others involved on the school community. We will ensure that no individuals or groups are treated less favourably in any procedures, practices or aspects of service delivery. We will not tolerate harassment if individuals or groups of people.



GOOD BEHAVIOUR POLICY (statutory)

Our good behaviour policy aims to

1. create a positive atmosphere based on a sense of belonging to the community which has shared beliefs;
2. adopt a positive approach towards behaviour that is underpinned by pupils' self discipline and based on praise and reward;
3. encourage relationships based on kindness, respect and understanding of the individual needs of others;
4. provide a caring, effective learning environment promoting self discipline, honesty and courtesy;
5. involve children in determining their own behaviour through developing mutually agreed class rules and promoting the 5Rs widely;
6. maintain a positive climate with realistic expectations and uniformity of approach perceived to be fair by all;
7. nurture close cooperation of our families in upholding our expectations of behaviour of their children.

Organisation

Our expectations for good behaviour are stated on our website, in displays around school and through referral by staff in behavioural aspects of the curriculum. Our children, families and staff are asked to read, support and sign the Home School Agreement.

The maintenance of good behaviour within the classroom is the responsibility of the class teacher and support staff. Staff members are expected to deal with all minor behavioural incidents according to S.P.S. aims.

Staff should seek the support of their team when necessary as an effective strategy for dealing with behavioural problems and as a means of giving special praise where it is due. Senior staff should be informed of any serious breaches of our expectations. This will be done through CPOMs to record all behavioural and safeguarding issues and provides a chronology. This also allows SLT to analyse and address different types of behaviour issues and the Headteacher to report termly to governors.

Supervisory assistants for the lunchtime period are made aware of strategies to encourage positive behaviours, discourage negative behaviours and procedures to follow. The Assistant Headteacher for inclusion works with them and provides regular updates as required in response to emerging issues.

As a means of instilling a sense of responsibility, all staff provide children with classroom responsibilities such as cloakroom monitors. We have a whole school celebration assembly weekly as a means of recognising individual achievements, team achievements and provides an opportunity to reinforce good behaviour.

We offer our children a wide range of extra curricular activities to provide further opportunities for challenge, raising self esteem, responsibility and the encouragement of positive behavioural traits.

The effective management and organisation of the school day provides the children with a secure routine to adhere to which in turn minimises the opportunities for misbehaviours.



GOOD BEHAVIOUR POLICY (statutory)

Skelton 5Rs

We have clear expectations of our children and distinct responsibilities in key areas of school to ensure that relationships and routines are well established.

Children are supported to learn and understand and apply our motto and rules.

“The difference between try and triumph is umppph”

5 'R's	
RESPECTFUL	<i>We are polite.</i>
READY	<i>We are well prepared to learn.</i>
RESPONSIBLE	<i>We make wise decisions and ask for if needed.</i>
RESILIENT	<i>We will get stuck into a challenge. and learn from any mistakes.</i>
REFLECTIVE	<i>We think carefully about our actions.</i>

We praise and reward acceptable behaviour rather than repeatedly focussing on undesirable behaviour.

We use the language of '**choice**' and stress that children must choose to either behave in an acceptable manner or accept the consequences. At all times, children are encouraged to '**fix**' their behaviour so that no further consequences need apply.



GOOD BEHAVIOUR POLICY (statutory)

Rewards and incentives

Pupils are rewarded for good behaviour in the following ways:

- Children can earn 'behaviour' points (called dojos in KS2) by following class rules or meeting the expectations set out above. The child with the most points at the end of each week is announced as class champion for the following week. Each year group has a unique visual reward treat to celebrate this.
- A year group behaviour champion is awarded in assembly each week and presented with a prestigious enamel badge as part of Headteacher's Award. (1 per child per key stage)
- An Elvis postcard can be selected by staff to acknowledge and promote good behaviour.
- Lunchtime and duty staff can award playground stickers that can be converted to behaviour points.
- Teachers can award stickers to acknowledge impressive behaviour as the children move around school.
- Class star of the day is awarded in the last 10 minutes of the school day when quality time is dedicated to acknowledge good behaviour.
- When praising good behaviour, all staff members are specific (e.g. I really liked the way you walked sensibly to line up for dinner).

Staff will use the following script wherever possible:

As you approach:

I can see that....

When behaviour is incorrect

That is not acceptable. Please fix it/ put it right.

Offer help:

I'm here to help.
Let me help you.
(You can trust me.)

Further reassurance

It's my job to keep you safe.



GOOD BEHAVIOUR POLICY (statutory)

Consequences

Managing conduct and relationships well ensures that standards of behaviour are very good and incidents are infrequent. Every member of staff expects all pupils to follow the 5Rs. Any child who breaks a 5R will receive consequences. Time cannot be earned back.

In dealing with an incident, staff will remain calm and professional, investigate fully and not resort to physical reprimand, negative verbal rebukes or actions that would lead to their being upset.

At times, it may be necessary to adapt the rules and consequences based on current behaviours.

- We operate in an extremely positive atmosphere, our disapproval is one of the most powerful sanctions. We can register this with just a look and on some occasions a verbal reminder.
- We employ a range of rewards, the withdrawal of these rewards can be very effective, with an understanding that making redress for misbehaviour can result in regaining rewards lost.
- A child may miss part of their playtime, reflecting on their behaviour with their class teacher or Mrs Hill in restorative justice.
- Children could be excluded from school clubs for more serious transgressions for a period of time agreed by the class teacher and club leader.
- The child may be asked to write a letter of apology as a means of restitution for their behaviour.
- For repetitive misbehaviour involvement of parents can act as both an effective strategy and sanction. Disapproval of both teachers and family can be very powerful.
- The Headteacher will be informed of any serious incidents of misbehaviour and parents will be contacted immediately by phone or sent a letter if they cannot be contacted, always with an invitation to discuss the incident.
- For persistent misbehaviour during the lunchtime period, following failure to comply with 5Rs and after a formal warning, exclusion from school during the lunchtime period will be considered by the Headteacher.
- The Headteacher may contact the police or social care or other statutory agency as required in dealing with any behaviour in school that is of professional concern.

Children have a right to expect that they are safe, cared for and protected at school. Bullying is not accepted. Data suggests that bullying is not generally an issue at S.P.S. but we are aware of it and its many forms and consequences. It is our intention to prevent bullying by vigilance and awareness. We are watchful and observe the social relationships between our pupils, so that we know what is happening in our school. Any reported incidents are sensitively but robustly dealt with and may warrant the involvement of parents.



GOOD BEHAVIOUR POLICY (statutory)

EYFS Consequences

The children are taught about kind and thoughtful conduct from day 1 in Nursery. Inappropriate behaviour is dealt with personally and very sensitively through a warning and explanation of how the conduct is wrong and how it can be rectified, it may result in a time out or speaking to parent/ carer. However, it depends upon the age and development of the child.

KS1 & 2 Consequences

If a child’s behaviour causes concern, they will be given a warning commensurate with the offence. “That is not acceptable. Please put it right/ fix it.”

	Key Stage One	Key Stage Two	Teacher action
1.	5 minutes missed playtime, restorative justice in classroom.	5 minutes missed playtime, restorative justice in classroom.	
2.	10 minutes missed playtime, restorative justice in classroom.	10 minutes missed playtime, restorative justice in Green Room	Noted on CPOMs
3.	15 minutes missed playtime, restorative justice in classroom.	15 minutes missed playtime, restorative justice in Green Room.	Noted on CPOMs
4.	Lunchtime detention with restorative justice in classroom.	Lunchtime detention with restorative justice in Green Room.	Noted on CPOMs. Speak to parents.
5.	Remove (working in a different room for the remainder of the session)	Remove (working in a different room for the remainder of the session)	Noted on CPOMs. Speak to parents or letter home

In the event of significant offence, an appropriate response would be made.

A tougher stance will be directly taken by SLT should a child refuse to accept a consequence or repeat an offence.

Restorative Justice helps a child to recognise and understand their behaviour by sensitive use of atunement, validation, containment and regulation. It provides a setting where children can reflect on the impact of their behaviour and make a situation better. It is an opportunity to discuss wrong choices/ feelings at the time/ feelings now/what needs to happen next time



GOOD BEHAVIOUR POLICY (statutory)

Good manners

We expect good behaviour from all of our pupils including common courtesies such as opening doors, not interrupting and showing good manners. We ask children to say please/ thankyou/ have a good day/ excuse me/ can I help you?/ you're welcome' and we will reinforce their usage at every opportunity. We do not accept discourteous behaviour, such as answering back, challenging an adult's decision, raising voice to an adult. These expectations are constantly reinforced at classroom level and in assemblies.

We set a good example as staff by choosing very carefully the terms we use to address children and strive to avoid any form of colloquial slang. The use of unacceptable language by children is not tolerated. We ask pupils to be vigilant in reporting its usage to staff. As with all aspects of behaviour management we are aware that there may be a conflict of dual standards when those at home do not meet our expectations in school. It is therefore essential that we communicate our aims to parents wherever we can.

We are proud of the manners of our children. The values and standards of home are brought into school and these are by no means universally equal.

The level of acceptable noise in a classroom is dependent on the type of activity the children are engaged in at any time. There will be times when the children are expected to be silent, whereas on other occasions a working hum would be appropriate. Children are always expected to move around school in a quiet and orderly fashion and are required to be silent in assembly unless they are asked to contribute. As teachers, we are alert to the level of noise in our classrooms which will be relevant to the task in hand.

We do not tolerate stealing or any infringement of others' property. When such incidents occur, they are dealt with swiftly, positively and sensitively. It is our policy to fully investigate every situation thoroughly and not respond to emotive accusation,

Personalised Support

A child may be deemed to have a special educational need on the grounds of behaviour. Where this arises, staff will comply with the Code of Practice and liaise with AHT to determine the appropriate course of action required. Parents will be involved in the dialogue regarding the children. The involvement of outside agencies such as Educational Psychologist will be sought with parental permission. Children who have any form of special educational need will be treated without prejudice.

Physical Environment

The physical environment of our school has a direct effect on pupils' behaviour. Our classrooms are bright and inviting and the building is maintained to the high standards. Our Health & Safety coordinator and R.E.F. governors make regular checks on the standards of Health & Safety throughout the school building and the surrounding grounds. We recognise the importance of the outside environment and make every attempt to improve the recreational facilities. Our Health & Safety policy

Next review: Autumn 2020

SLT responsibility; S.E. Walker



GOOD BEHAVIOUR POLICY (statutory)

recognises the need for careful supervision of pupils by duty staff at all times though the school day. The use of skipping ropes and ball games are encouraged to divert children away from aggressive play and to encourage good sportsmanship, cooperation and responsibility. These privileges can also act as sanctions where required.

Monitoring

Monitoring the behaviour of the children at SPS is the responsibility of all that work within it. Each teacher is responsible for monitoring the behaviour of their class and all of the children in and around school and will act immediately if undesirable behaviour is witnessed. Midday supervisors are responsible for monitoring the behaviour of pupils in their care over the lunchtime period and for maintaining an informative dialogue with staff.

In line with cooperative approach to managing behaviour with parents, we expect our parents to inform us of any changes in family circumstances which may give rise to uncharacteristic behaviour.

Formal monitoring of the Good Behaviour Policy will take place at regular intervals and at least once a year through the analysis of CPOMS and other data. We ask parents and carers for their thoughts and concerns at least once a year. The standards of behaviours in and around school will be raised as an agenda item for all school teams as necessary.

Problems outside of school

School have no control over pupil conduct outside of school. However, should any external incident have implications in school, it will be investigated and steps will always be taken to safeguard our children. For example, children are not allowed to use mobile phones on the school site. If an incident occurs on social media that causes distress or disruption to a child in school, then school will support families in addressing it and act appropriately which may include contact other parents/ carers and even the police.



Appendices

1. Roles and Responsibilities

We ask that everyone involved in the care of our children at school supports our Home School Agreement. In addition, our staff strive to

- meet & greet, show 'deliberate botheredness' and build emotional currency
- Model and teach the 5Rs that you want to see
- Relentless and consistent rituals and routines on manners, uniform, lining up and moving around school
- Catch them being good, reward and reinforce the behaviour
- Relentless work on building mutual; trust, refuse to give up, follow up every time, retain ownership and share reflective dialogue.

2. Guidance for staff members

Refusal to comply with a request If a pupil refuses to comply with an initial request, they should always be given 2 or 3 further opportunities. When giving a 2nd or 3rd request to a pupil, it should be done using a calm, controlled voice, the instructions should be very clear and the consequences of the refusal should be explained (e.g. I would like you to follow me into the classroom so that we can discuss what has happened. You have 5 minutes to follow that. If you are not in the classroom in 5 minutes, the AHT or HT will be sent for). If the pupil complies within the time limit, no further consequence for refusing a request need be applied but the teacher should still apply any consequence for behaviour which occurred prior to the refusal. If the pupil continues to refuse, the staff member should send for the AHT/HT.

Dealing with violent incidents Pupils involved in violent incidents should be separated and sent to different locations in school immediately. If a pupil persists in violent behaviour when asked to stop, staff members should implement the guidance in the Positive Handling Policy. Pupils should be given time to calm down before the staff member begins investigating the incident. When discussing the incident with pupils, the staff member should remain calm and use a controlled voice at all times. After investigation, the teacher should consult AHT and decide on the appropriate next step/consequence and explain it fully to the pupils involved. The steps outlined above should be followed.

Supporting colleagues In order that all staff members feel empowered to deal with pupil behaviour in school, they should initially deal with incidents of undesirable behaviour independently. All pupils are aware that every member of staff has the same expectations of their behaviour and that they should respond accordingly. However, pupils sometimes respond to staff who have less contact with them (TAs and teachers working in alternate key stages or classes, lunchtime supervisors etc) differently and colleagues should be prepared to support them in these circumstances. Any intervention should not be seen to undermine the member of staff being supported and steps taken should adhere to the contents of this policy.



GOOD BEHAVIOUR POLICY (statutory)

Record Keeping Where the behaviour of a child is a significant cause for concern, or their emotional and social needs require significant additional support, that child should be registered for SEND and the child's parents should be made aware of all concerns and their child's needs.

School will record the steps taken to meet the pupil's individual needs, along with the outcomes of consultation with parents, thus:

- A Positive Behaviour Plan will be written in collaboration with parents and signed by the class teacher, parent and pupil. A copy of this will also be stored on CPoms. All staff members will be directed to read the document to ensure consistency in approach. All staff members will be directed to read the document to ensure consistency in approach.
- Records of school and external provision will be entered on the child's individual provision map.
- CPoms should be used to record specific incidents. They needn't be lengthy but should cover such elements. They should not include personal feelings.
- Records of consultations had with parents, updates on progress and specific incidents will be recorded on CPoms.

Screening and Searching The following items are banned from the school site. If found, items will be confiscated and a sanction may incur; Police may be informed as well. Teachers have the legal right to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

- *Any medicine which has not been prescribed to the student*
- *Tobacco, alcohol, illegal drugs, substances or items which may be harmful or detrimental to good order*
- *Weapons (knives, firearms (including replicas) or any other item which is intended to be used as a weapon)*
- *Stolen items*
- *Pornography*

Students suspected of bringing a banned item onto the school site will be searched or screened which staff are empowered to do. If a student refuses to be screened or searched for banned items, they will be refused entry on to the school site which the school has the legal right to do is not classed as an exclusion but an unauthorised absence.

Use of reasonable force The term 'reasonable force' can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. All members of school staff have a legal power to use reasonable force.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.



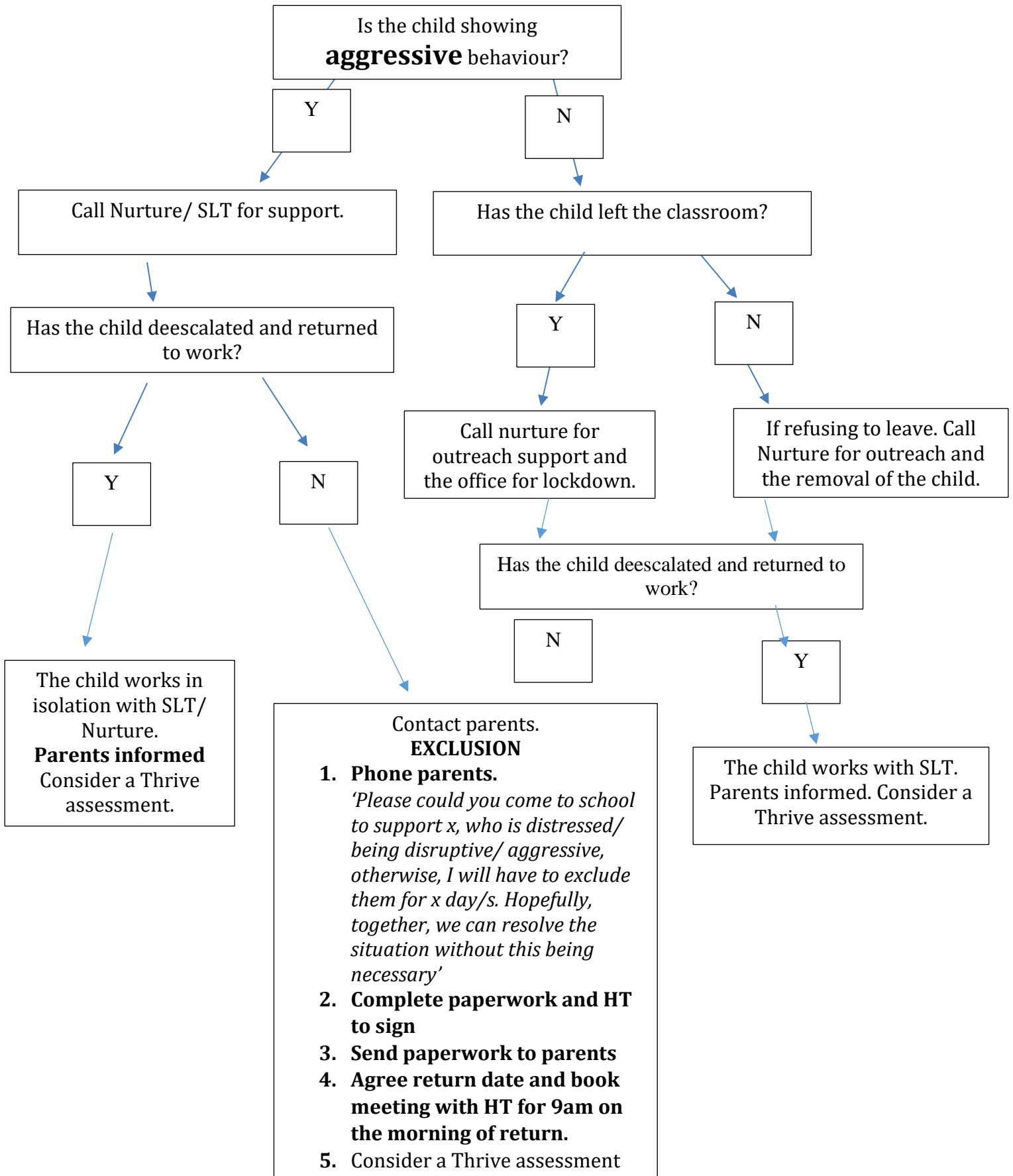
HOME SCHOOL AGREEMENT 2020



	<i>Child</i>	<i>Parent/ Carer</i>	<i>School</i>
BEHAVIOUR & SAFETY	<ul style="list-style-type: none"> Respect & follow the school's five 5Rs. Tell a member of staff if anyone makes me feel uncomfortable. 	<ul style="list-style-type: none"> Help promote positive relationships within school and wider community by following school guidance. Encourage my child to respect and follow the school's 5 Rs. Read through and sign the Student ICT Acceptable Use Policy on behalf of my child in Autumn 2020. PHONES Not use mobile on site without explicit approval. Not share images taken at school of children other than my own on social media. Not make comments that may upset or offend members of the school community. 	<ul style="list-style-type: none"> Respect & follow the school's five 5Rs for all children and themselves. Be fully committed to S.P.S. E-Safeguarding policy. Provide the best possible environment for learning.
ATTENDANCE	<ul style="list-style-type: none"> Be at school on time, every day. 	<ul style="list-style-type: none"> Ensure my child arrives at school on time & notify the school when this is not possible. Avoid taking my child out of school during term time. 	<ul style="list-style-type: none"> Promote attendance and punctuality.
UNIFORM & EQUIPMENT	<ul style="list-style-type: none"> Come to school properly equipped. 	<ul style="list-style-type: none"> Ensure my child is wearing the appropriate uniform including a sensible haircut, black footwear, no jewellery or nail varnish. Make sure that my child has their PE kit in school everyday. 	<ul style="list-style-type: none"> Promote 5Rs.
LEARNING & HOMEWORK	<ul style="list-style-type: none"> Read at home least 5x week. Do my homework to the best of my ability and hand it in on time. Attend homework club if I cannot get help at home. 	<ul style="list-style-type: none"> Support and promote my child's learning. Encourage my child to take part in a range of school activities. 	<ul style="list-style-type: none"> Ensure parents/ carers feel welcome and keep them informed about their child's progress. Provide a high standard of education, meeting the needs of your children.
COMMUNICATION	<ul style="list-style-type: none"> Make sure I keep myself safe on the internet and tell a teacher if I have any concerns. Share my worries and trust the staff to sort them out for me. 	<ul style="list-style-type: none"> Share any concerns right away with school. Ask the school if I need clarification or further information. Do my best to attend consultation meetings. Inform the school of any changes which may affect my child's wellbeing or learning. Ensure that the school has current contact information. Read the Friday Flyer weekly. 	<ul style="list-style-type: none"> Communicate with children and families on progress and behaviour. Communicate general and calendar information on a regular basis. Listen to children and families and respond appropriately to concerns.
<p><i>I have read and understood the Home school agreement I will support the partnership between children, families and school</i></p>			
	Child's signature:	Parent/ Carer's signature:	School signature:



Isolation and Exclusion Flow Chart for pupils showing disruptive behaviour





Intervention Procedures for pupils with persistent behaviour concerns in the EYFS

If a child is causing concern or there has been a series of incidents linked to the child's behaviour. Class teacher speak to parent about the issue and identify any **factors**.

Early Years Lead/ AHT to be informed about the issues.
Decision made about the next step.

Child's behaviour monitored for a period of one week.
Early Years Leader and Class Teacher meet at the end of week one to discuss.

If there is no improvement or a serious incident.

DHT to be informed.
Early Year's Leader and Class teacher arranges to meet with parent;
A smiley face chart is used;
Class teacher carries out daily discussions with parents to discuss progress.
SENDCO to be informed.

If there is no improvement or a serious incident.

Early Years Leader & class teacher meet with parent;
Consider a Thrive assessment
Child is placed on the SEND register (SEMH);
A behaviour plan is agreed, signed and copies distributed;
Referral to health visitor, speech and language, BEST, behaviour support, CAMHS considered;
Class teacher carries out daily discussions with parents to discuss progress;
Class teacher meets with parents at the end of every week.

If behaviour improves.

Class teacher arranges meeting with parents;
Use of smiley face chart withdrawn.
Behaviour plan stays in place within the EYFS in case of repeat issues.

SLT to consider and plan for any children whose behaviour is a cause for concern.



Intervention Procedures for pupils with persistent behaviour concerns in KS1/2

