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## Good Behaviour Policy 2019

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.



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# GOOD BEHAVIOUR POLICY (statutory)

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## *Statement of ethos at Skelton*

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At Skelton Primary School, 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.

As well as the above, we ensure that we:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.



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## *Values and principles*

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1. We value all the children in our school equally;
2. We aim to create a positive climate with realistic expectations;
3. We emphasise the value of being valued as an individual within the group;
4. We promote, through example, honesty and courtesy;
5. We provide a caring, effective learning environment;
6. We encourage relationships based on kindness, respect and understanding of the needs of others;
7. We ensure fair treatment for all, regardless of age, gender, race, ability and disability
8. We reward good behaviour rather than merely deterring poor behaviour.

## *Expectations*

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We set the following expectations of pupil behaviour

- ✓ Pupils will treat all members of our school community with respect and kindness;
- ✓ Pupils will adhere to school rules both in school and outside on the playground
- ✓ Pupils will walk around school quietly, hold doors open and share a polite message eg “Have a good day”, “You’re welcome”, “Can I help you?”
- ✓ Pupils will enter the hall for assembly in a calm, quiet manner;
- ✓ Pupils will maintain the same high standards of behaviour in after school clubs as they do in school time;
- ✓ Pupils will appreciate that they are representing the school when taking part in educational visits, maintaining an exemplary standard of behaviour throughout;
- ✓ Pupils will use lesson time for ‘learning’, concentrate on their work and allow others to concentrate on theirs
- ✓ Pupils will speak politely, listen carefully, looking at the person speaking to them and share lovely manners at all times.



# GOOD BEHAVIOUR POLICY (statutory)

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## *Organisation*

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Our expectations for good behaviour are stated in our school brochure, in displays around school and through referral by staff in behavioural aspects of the curriculum.

The maintenance of good behaviour within the classroom is the responsibility of the class teacher and support staff. 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.

Supervisory assistants for the lunchtime period are fully aware of strategies to encourage positive behaviours and procedures to follow for any misbehaviour. The Assistant Headteacher for inclusion will provide them with 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 as 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)

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## *Roles & Responsibilities*

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### **Head teacher**

- Lead the development of a positive climate in which successes and achievements are celebrated;
- Establish what is acceptable and unacceptable conduct in school;
- Ensure that the school is a safe place for all staff members and pupils to attend;
- Lead the implementation of the contents of this policy and communicate its contents to all members of the school community;
- Establish positive and constructive relationships with parents/carers;
- Deal with incidents of high level behaviour and any behaviour referrals from class teachers;
- Fixed term and permanent exclusions when necessary;

### **Assistant Head Teacher (Inclusion)**

- Assist the Head teacher in the development of a positive climate in which successes and achievements are celebrated;
- Assist the head teacher in deciding what is acceptable and unacceptable conduct in school;
- Ensure that the school is a safe place for all staff members and pupils to attend;
- Lead the implementation of the contents of this policy and communicate its contents to all members of the school community;
- Establish positive and constructive relationships with parents/carers;
- Deal with incidents of behaviour and any behaviour referrals from class teachers;

### **Teachers**

- Ensure that pupils adhere to the school rules;
- Teach and model positive communication and conflict resolution strategies;
- Maintain a working atmosphere within the classroom with an appropriate level of noise for the activity.
- Ensure that pupils move around school in the expected manner, supervising them as they do so until pupils have reached their destination (e.g. playground, hall etc) and that another member of staff is ready to commence the supervision;
- Monitor pupils during assemblies, presentations etc;
- Intervene if a child is not meeting the expectations set out above;
- Reward pupils for good behaviour;
- Apply the agreed consequence(s) in the event of undesirable behaviour, ensuring that the reasons for the consequence(s) have been explained to the pupil in an appropriate manner
- Follow the positive handling plans for pupils with recognised emotional/behavioural problems;
- Refer to team leader /AHT /Headteacher in the event of persistent high level behaviours;



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- Communicate effectively and promptly with parents.

### **Teaching Assistants**

- Model positive communication and conflict resolution strategies;
- Support the teacher in ensuring that pupils move around school in the expected manner, supervising them as they do so until pupils have reached their destination (e.g. playground, hall etc) and that another member of staff is ready to commence the supervision;
- If present, monitor pupils during assemblies, presentations etc;
- Intervene if a child is not meeting the expectations set out above;
- Reward pupils for good behaviour;
- Apply the agreed consequence(s) in the event of undesirable behaviour, ensuring that the reasons for the consequence(s) have been explained to the pupil in an appropriate manner and at a time when the pupil is calm and able to listen;
- Be familiar with the 'planned response' guidance for pupils with recognised emotional/behavioural problems, located on their behaviour plan and positive handling plan;
- Refer to the class teacher in the event of children breaking the school rules;
- In the event of teacher absence, communicate effectively and promptly with parents.

### **Lunchtime Supervisors**

- Model positive communication and conflict resolution strategies;
- Instigate and supervise playground games;
- Monitor pupils as they line up for lunch and walk into school to the dining hall;
- Intervene if a child is not meeting the expectations set out above;
- Reward pupils for good behaviour;
- Apply the agreed consequence(s) in the event of undesirable behaviour, ensuring that the reasons for the consequence(s) have been explained to the pupil in an appropriate manner and at a time when the pupil is calm and able to listen;
- Follow the 'planned response' guidance for pupils with recognised emotional/behavioural problems;
- Refer to the teacher on duty in the event of undesirable behaviour.

### **Parents**

- Sign, return and support the home/school agreement;
- Communicate concerns to appropriate members of staff;
- Support the school rules with regard to arriving and leaving school;
- If your child has a mobile, do please ensure that it is under your control by regularly accessing your child's passwords and checking what they are doing online.
- Do please attend meetings arranged by members of staff and cooperate in devising strategies, planned responses etc which will address any undesirable behaviour.



# GOOD BEHAVIOUR POLICY (statutory)

## Pupils

- Work hard to follow the school rules;
- Accept responsibility for behaviour and choices;
- Support the school rules with regard to arriving and leaving school;
- Respect the thoughts and feelings of all members of our school community

## *School Rules*

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

*“The difference between try and triumph is umppph”*

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

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

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.

## Rewards

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Pupils are rewarded for good behaviour in the following ways:

- Children can earn 'behaviour' points 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 visual reward treat to celebrate this.
- A year group behaviour champion is awarded in assembly each week and winner is 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.



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## Consequences

Every member of staff expects all pupils to follow the rules. Any child who breaks a school rule will receive consequences. Time cannot be earned back.

At times, it may be necessary to adapt the rules and consequences based on current behaviours. For example, a child presenting with consistently disruptive behaviour at lunchtime may need to be sent home for lunch for a fixed period.

### EYFS Consequences

The children are taught about kind and thoughtful conduct from day 1 in Nursery. The following consequences are applied. However, it depends upon the age and development of the child.

	FS2 Autumn	FS2 Spring +	Teacher action
1.	Warning	Warning	
2.	Warning	5 mins time out	
3.	5 mins time out	Time out in a different classroom	Speak to parent/ carer CPOMs

### 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.	5 minutes missed playtime, restorative justice.	
2.	10 minutes missed playtime, restorative justice.	10 minutes missed playtime, restorative justice.	Noted on CPOMs
3.	15 minutes missed playtime, restorative justice	15 minutes missed playtime, restorative justice.	Noted on CPOMs
4.	Lunchtime detention with restorative justice.	Lunchtime detention with restorative justice.	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



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

There are further consequences that are additional to those listed above.

Action	Consequences
A child <b>not using kind hands and feet</b>	The child will miss 2 days of play with restorative justice.
A child <b>uses inappropriate language</b>	The child will be removed for the rest of the morning or afternoon.
A child uses <b>racist language</b>	The child will be excluded for the rest of that day (please refer to the exclusions policy).
A child <b>calls another child a name.</b>	It is instantly 5 minutes missed playtime with restorative justice.
A child <b>runs in the hall or corridor.</b>	It is instantly 5 minutes missed playtime with restorative justice.
A <b>child damages property.</b>	The child will miss the next playtime, writing lines/ removed for the session/ excluded

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

### *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 sanctions will be taken against those involved.

The school will also contact parents/carers to inform them of the incident and consider contacting the police as appropriate.

### *Misconduct*

If a member of staff has been accused of misconduct, the member of staff will not automatically be suspended. The governing body will instruct the headteacher to refer to the DFE advice *'Dealing with allegations of abuse against teachers and other staff.'*



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In any cases of allegations of misconduct, Human Resources department will be contacted immediately to discuss pastoral care needed for the member of staff.

# Appendices

## 1. Record Keeping

Please record any instances of undesirable behaviour (10+) on CPoms. If a child only receives a warning, there is no need to record this.

## 2. Guidance for staff members

### Approaching a distressed/angry pupil

If it is obvious that a pupil is extremely distressed/angry, staff should be aware that no problem can be resolved while the child is in this state, therefore the first priority of all staff members should be to assist the pupil in calming down. The staff member should approach the pupil calmly, with arms by their side and palms facing forward. A quiet, gentle tone of voice should be used, and the staff member should give reassurance that the problem can be sorted, that the staff member is there to help and they should provide clear instructions as to where the child can go to in school to calm down. The pupil should be taken to Nurture and given some time to compose themselves. Only when a pupil is fully calm should the staff member attempt to resolve the situation. If a pupil refuses to follow the instructions as to where to move to, the staff member should implement the guidance in the child's Positive Handling Policy.

### 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 2<sup>nd</sup> or 3<sup>rd</sup> 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



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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 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.

### **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.

- Illegal drugs



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- Any medicine which has not been prescribed to the student
- Tobacco
- Alcohol
- Fireworks
- Weapons (knives, firearms (including replicas) or any other item which is intended to be used as a weapon)
- Stolen items
- Substances or items which may be harmful or detrimental to good order and discipline
- 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' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This 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.

### **Members of staff can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.



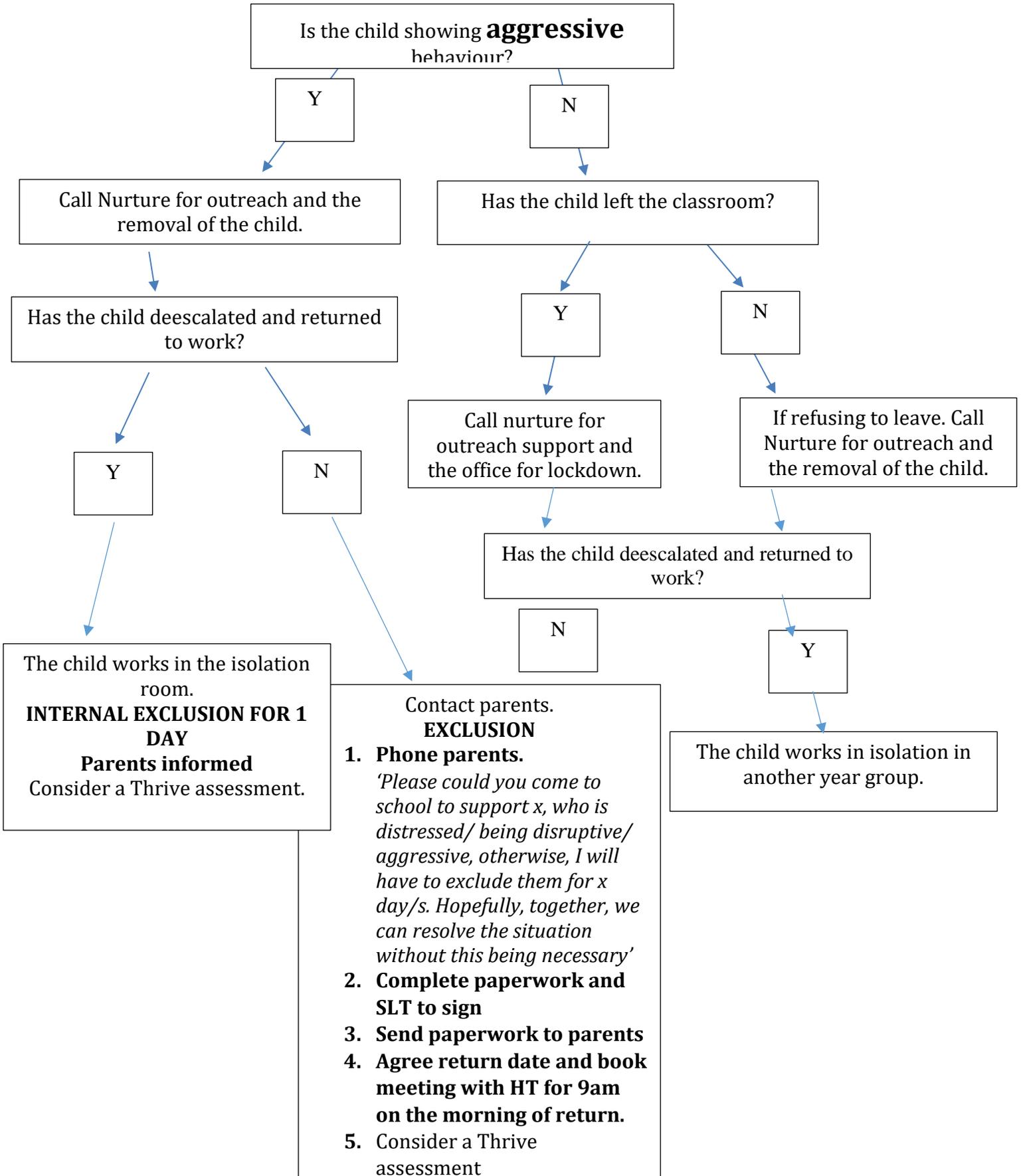
# HOME SCHOOL AGREEMENT 2019



	<i>Child</i>	<i>Parent/ Carer</i>	<i>School</i>
<b>BEHAVIOUR &amp; SAFETY</b>	<ul style="list-style-type: none"> <li>Respect &amp; follow the school's five 5Rs.</li> <li>Tell a member of staff if anyone makes me feel uncomfortable.</li> </ul>	<ul style="list-style-type: none"> <li>Help promote positive relationships within school and wider community by following school guidance.</li> <li>Encourage my child to respect and follow the school's 5 Rs.</li> <li>Read through and sign the Student ICT Acceptable Use Policy on behalf of my child in Autumn 2019.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Respect &amp; follow the school's five 5Rs for all children and themselves.</li> <li>Be fully committed to S.P.S. E-Safeguarding policy.</li> <li>Provide the best possible environment for learning.</li> </ul>
<b>ATTENDANCE</b>	<ul style="list-style-type: none"> <li>Be at school on time, every day.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure my child arrives at school on time.</li> <li>Notify the school when this is not possible.</li> <li>Avoid taking my child out of school during term time.</li> </ul>	<ul style="list-style-type: none"> <li>Promote attendance and punctuality.</li> </ul>
<b>UNIFORM &amp; EQUIPMENT</b>	<ul style="list-style-type: none"> <li>Come to school properly equipped.</li> </ul>	<ul style="list-style-type: none"> <li>Make sure that my child has their PE kit in school everyday.</li> <li>Ensure my child is wearing the appropriate uniform including a sensible haircut, black footwear, no jewellery or nailvarnish.</li> </ul>	<ul style="list-style-type: none"> <li>Promote 5Rs.</li> </ul>
<b>LEARNING &amp; HOMEWORK</b>	<ul style="list-style-type: none"> <li>Read at home least 3x week.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Support and promote my child's learning.</li> <li>Encourage my child to take part in a range of school activities.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure parents/ carers feel welcome and keep them informed about their child's progress.</li> <li>Provide a high standard of education, meeting the needs of your children.</li> </ul>
<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>Make sure I keep myself safe on the internet and tell a teacher if I have any concerns.</li> <li>Share my worries and trust the staff to sort them out for me.</li> </ul>	<ul style="list-style-type: none"> <li>Share any concerns right away with school.</li> <li>Ask the school if I need clarification or further information.</li> <li>Do my best to attend consultation meetings.</li> <li>Inform the school of any changes which may affect my child's wellbeing or learning.</li> <li>Ensure that the school has current contact information.</li> <li>Read the Friday Flyer weekly.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with children and families on progress and behaviour.</li> <li>Communicate general and calendar information on a regular basis.</li> <li>Listen to children and families and respond appropriately to concerns.</li> </ul>
<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:

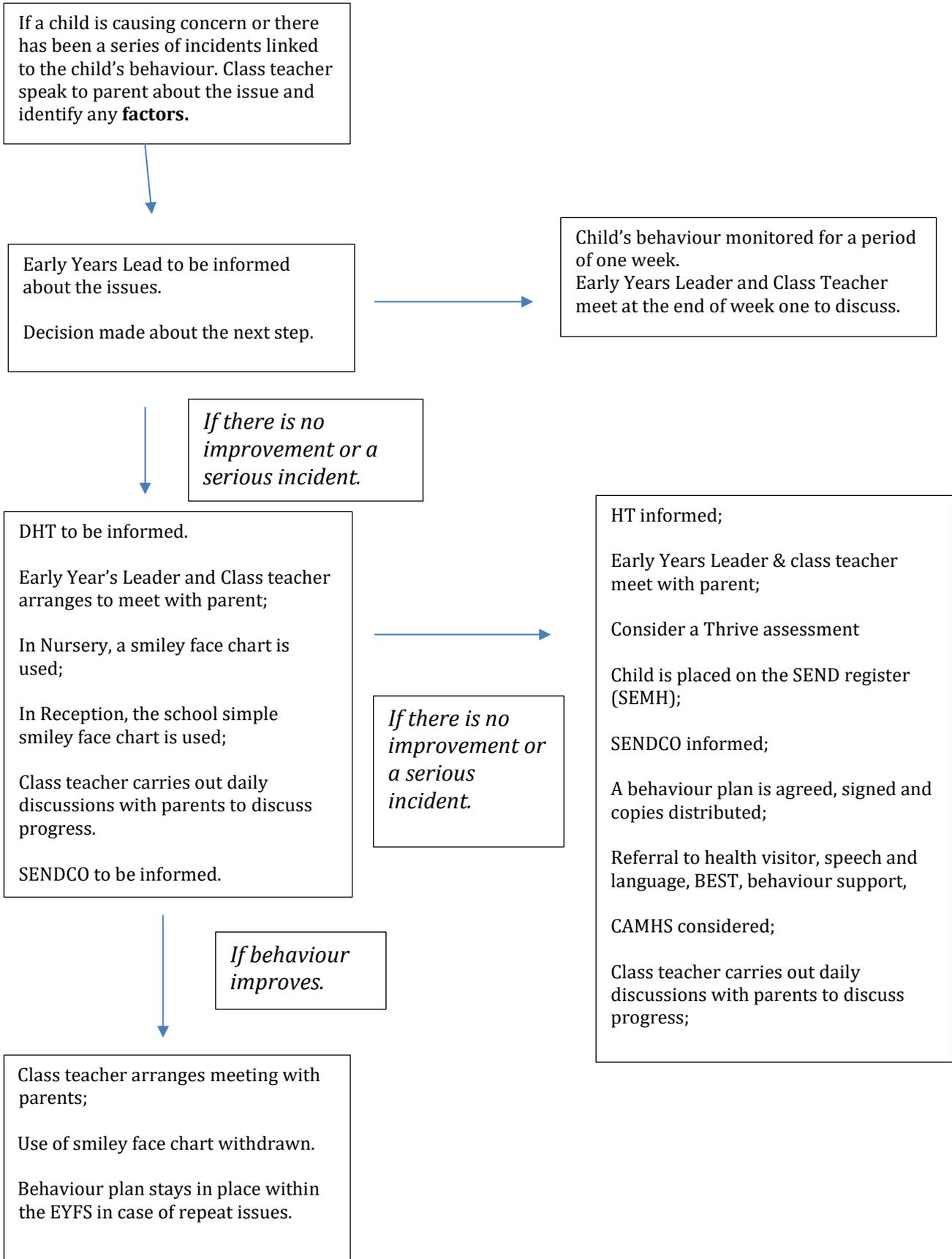


# Isolation and Exclusion Flow Chart for pupils showing disruptive behaviour



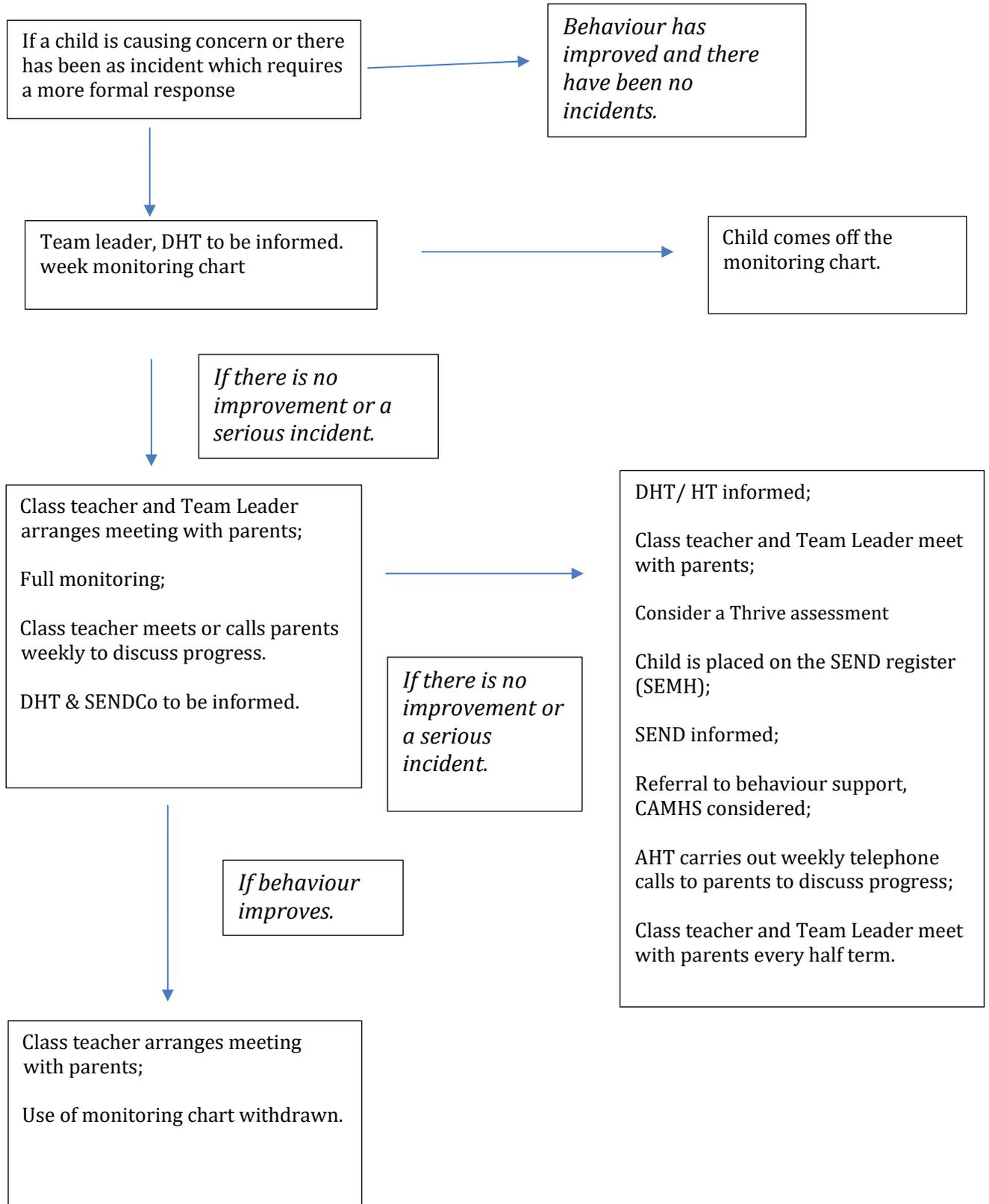


# Intervention Procedures for pupils with persistent behaviour concerns in the EYFS





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



RESPECT



MANNERS

HONESTY

KINDNESS



I give an extra  
... 'umph' and did  
something special

Elvis postcard

Head Teacher award

100% attendance treat



I follow playground and  
lunchtime rules

Behaviour badge

Class Star of the Day award

Behaviour points

Behaviour sticker



I use good manners around  
school

Behaviour badge

Class Star of the Day award

Behaviour points

Behaviour Sticker



I follow classroom rules

Behaviour badge

Class Star of the Day award

Behaviour points



## We follow our school rules

- ⇒ *Elvis sent home*
- ⇒ *Star of the day*
- ⇒ *A Thank You*
- ⇒ *Behaviour badge*
- ⇒ *Extra privileges*
- ⇒ *Extra surprises!*
- ⇒ *House Points*
- ⇒ *Stickers*



**I am ready to learn**

## Breaking a school rule

swinging on a chair or leaving the classroom

- ⇒ *1st Warning*    5    10    15    *Removal*

## Anti-social behaviour

Stealing, Intimidating others, Bullying or Vandalism

- ⇒ *1st Isolation in school*    *2nd Exclusion in school*

## Acting dangerously or causing danger to others

- ⇒ *Excluded from school*