



SHARPLES PRIMARY SCHOOL

POLICY FOR BEHAVIOUR

Reviewed by	A Lloyd & M Slater
Date	July 2021
Approved by Governors	November 2021
Date for renewal	July 2024
December 22	Reference to Covid and bubbles removed.

The Behaviour policy operates in conjunction with the following policies:

- Anti-bullying policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy and
- Disability Discrimination Scheme.

In our School Aims we state that children will:

- ensure that all members of the school community are safe, healthy and happy
- be responsible citizens and instrumental in shaping a better world
- foster respect and tolerance of each other as unique individuals

In order to achieve this we have a policy that will encourage children to take responsibility for their own behaviour and make the right choices for themselves. We work to create a positive learning environment within the school, that ensures that all the school staff, pupils and parents understand our approach to behaviour management and discipline and all adults in the school consistently apply it.

We also promote positive behaviour through our Personal, Social, Health and Education (PSHE) curriculum and Relationships, Sex and Health Education (RSHE) curriculum, which develop the emotional health of our pupils.

All adults aim to provide positive examples and attitudes. Relationships with other adults and with pupils should be fair, honest, polite, respectful and considerate.

All adults in school – including employees, trainees, volunteers, visitors and parents - are expected to follow the procedures in this policy.

1 Core Values

At Sharples we believe that by having a set of core values at the heart of everything we do will empower children to make the correct choices. The core values are linked to a series of characters, which engage and motivate pupils to be well-rounded individuals they are:

- Motivated Mohammed
- Determined Dylan
- Aspirational Asha
- Resilient Rebecca
- Inclusive Insha

- Teamwork Tom
- Respectful Ryan
- Curiosity Cora

Our behaviour approach:

At Sharples we follow the Good To Be Green Great to Be Gold system of rewards and consequences as follows:

Rewards:

Through the approach every day children have a green card displayed in their classroom showing that, it is 'good to be green'

We aim to use positive recognition to motivate pupils to choose behaviours that display our core values. Rewards must be consistently applied. To make this mean something for the children we use cards linked to each of the core values that are inserted into the child's named pocket when a value is displayed. At the end of each week, a certificate and pin badge are awarded to children who have consistently displayed any of our values that week.

In addition, children can receive a head teacher sticker for learning or attitudes displayed and can receive a headteacher badge. Furthermore, one child in each class will be presented with a reading certificate for their effort and motivation in reading. These are usually presented at the weekly celebration assembly.

Consequences:

It is as important to have the consequences displayed as well as the rules in order to ensure agreement and understanding. We aim for consequences to be realistic and do not believe that they need to be severe to be effective. They should never be physically or psychologically harmful and should never humiliate.

Teachers use the good to be green system of monitoring to help children monitor their own behaviour.

Throughout school the consequences are:

First, if a child displays unacceptable behaviour then a verbal warning is given and they place a stop and think card in front of their name. If their behaviour does not improve then their green card will be replaced with an amber warning card.

If continual unacceptable behaviour is displayed then a red card replaces the amber card. It is at this point that the child is removed from the classroom. This is then recorded onto the CPOMS system under the red card and behaviour tags.

At each stage, children are told and can clearly see what level of the behaviour chart they are on. The children are encouraged to change their behaviours and if they do, the cards can be removed and reset back to green.

Severe Clause

There are behaviours that when shown invoke a severe clause.

These behaviours will not be tolerated at any time under any circumstances. These include:

- Severe violence when directed at another child.

- Violence of any kind towards an adult.
- Blatant refusal to follow instructions.
- Aggressive Swearing
- Racism
- Vandalism
- Persistent bullying (which will be dealt with in line with the Anti Bullying Policy)
- Refusing to follow social distancing
- Refusing to follow safe hygiene routines and practice
- Other extreme behaviour

On these occasions, adults may decide to go straight to a red card and not through the previous stages. In addition, consequences may need to involve making reparation for the action, e.g. writing letters of apology.

Internal Exclusion will be implemented in the cases of severe clause behaviour. Exclusion is used as a final sanction and the adults will receive a letter with the details of the exclusion, period of time and work to be completed.

Continual Prolonged disregard for school values and red cards being given.

Some children may consistently misbehave as they are not particularly concerned with going to stage 1 or 2. If this happens there may need to be a plan for the child will go straight to stage 3. In some cases there may even need to be a separate set of consequences for a particular child. In this case there will need to be a meeting with the child to explain what is happening, why it is happening, but also making very clear that what is really wanted is better behaviour, how the child can achieve that and an assurance from the teacher that she/he cares and will help. There must also be a meeting with parents to explain the same to them. Daily reports may also then be used as a means to communicate with parents where there is an emphasis on praising the positives and getting parents to help reward them, but also discussing poor behaviour and what alternatives could have been made.

Teaching the Plan

Positive behaviour management underpins everything we do in school. The rules are therefore taught and consolidated regularly. We do this by:

- Explaining why classroom rules are needed
- Teaching the rules
- Checking for understanding
- Discussing and explaining the reward system
- Discussing and explaining the reason for having consequences
- Teaching the consequences
- Checking for understanding

2 Whole School Behaviour

School rights

There are three school rights which children are expected to follow at all times. These rights apply to all children and are simple for staff and children to remember. They are everyone has the right to:

1. Be safe
2. Learn
3. Be respected

Pupils through PHSE and school parliament activities regularly review rules.

House point Rewards

As well as these individuals there are whole school initiatives that reward houses. At Sharples the children are all placed into a house team. These house teams are as follows:

- Challenger
- Discovery
- Atlantis
- Endeavour

Children are placed into their house using the online dojo award system. Each week a winner is announced in the weekly reward assembly. The house with the most weekly wins over the half term will receive a special house treat, which will be a non-uniform day.

Behaviour at playtimes and lunchtimes.

At Sharples we expect the behaviour of our pupils to be consistently in line with our values throughout the whole school day and that, all staff use the 'good to be green system'. Welfare assistants will be given amber and red cards that may be given to children to take back to class or handed to the class teacher to be placed into their named pockets.

Behaviour outside school

This policy will apply to all school activities during the school day, including those on site and off site on school trips, **children in the vicinity of the school at any time and for children on their journey to and from school.**

When on trips and visits pupils are expected to behave in a manner that reflects the school's values and ethos. Before setting out on a trip pupil should be reminded that to represent the school well they need to:

- Thank any adult who has helped
- Be aware of other groups and visitors and respect their needs
- Be sensible, quiet and polite
- Move in a calm, orderly manner at all times
- Keep to their group and do as their leader asks them

3 Roles, Responsibilities and Guidelines

The aims of the policy are supported by:

Children

- Maintaining high standards of appropriate behaviour at all times.
- Inform staff if unacceptable behaviour is seen.
- Taking growing responsibility for their own learning and behaviour.
- Promote behaviour for learning culture within the school.
- Helping to develop and maintain school and class codes of conduct, rules, routines, rewards and consequences.

All Staff

- Implement school's system of rewards and sanctions with fairness and consistency.
- Providing a good role model.
- Providing opportunities for children to learn rules and routines to support appropriate behaviour and to discuss and understand the meaning and reasons for this.
- Seeking out and rewarding appropriate behaviour.
- Using consequences to help children reflect on behaviour and make better choices.
- Implement effective behaviour management procedures in class and school that support children in developing appropriate behaviour.
- Providing a stimulating and differentiated curriculum appropriate to the needs of all children.
- Sharing responsibility in the positive supervision of children at all times.

Parents

- Agreeing to support school's behaviour code and discipline procedures in school.
- Parents need to make it clear to their children that they expect them to abide by our Policy.
- Positively support their child's learning and achievements.
- Take part in discussions concerning their child's progress.
- When appropriate being involved in the staged SEN procedure for supporting emotional and behavioural difficulties and in supporting individual behaviour programmes developed for their child.

Strategies that encourage appropriate behaviour

- Being clear and consistent in expectations
- Providing a whole school approach to praise and reward.
- Behaviour narration.
- Classrooms that facilitate high standards of achievement, behaviour and independence for all children through effective planning, organisation and provision of appropriate learning experiences.
- High levels of positive supervision.
- Teaching appropriate behaviours.
- Extensive use of positive, "friendly" supervision [particularly in potential "problem" areas].
- Assemblies - to regularly celebrate good behaviour and to provide whole school behaviour focus.

Strategies that discourage inappropriate behaviour

- Being clear and consistent in expectations and behaviour management.
- High levels of positive supervision.
- Teaching appropriate behaviour.
- Non-verbal signs of disapproval.
- Rule reminders
- Effective verbal reprimands.
- Loss of privileges.
- Parental involvement.
- Individual behaviour plans.
- Headteacher involvement.

Special Educational Needs

Some children have particular emotional and behavioural needs that require special assessment and programmes. In these cases, we follow the Code of Practice and will where necessary introduce an Individual Behaviour Plan. We receive support from outside agencies, e.g. the Behaviour Support Team when appropriate.

4 Race Equality, Equal Opportunities and sexual violence and harassment

We believe that it is important to prepare our children for life as citizens in a multiethnic society in which there should be race equality, harmony and an absence of racism. We are committed to tackling racial discrimination and to promoting equality of opportunity.

Any incidents of a racist nature will be dealt with following our Behaviour Policy, which is a comprehensive policy for children, staff, governors and parents / carers, visitors and contractors / sub-contractors and includes the possibility of exclusion. However, a letter may also be sent home to parents/carers to inform them that their child has been involved in a racist incident.

Sentence addition in line with the 2021 updated KCSIE document:

Paragraph 429 states: 'Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of this guidance, all staff working with children are advised to maintain an attitude of 'it could happen here'

5 Monitoring and Evaluating

We will regularly monitor our behaviour system for rules /rewards and consequences. Information and feedback regarding the effectiveness of our policy across the school comes from a variety of sources including:

- Informal reports from staff / parents / pupils
- Feedback from classroom observations
- Questionnaires for parents / staff / pupils
- Number of pupils sent home
- Number of individual behaviour plans set up in school
- CPOMS