

SOUTH STREET PRIMARY SCHOOL



Behaviour

Reviewed June 2016

POLICY DOCUMENTATION

BEHAVIOUR POLICY

June 2016

At South Street Community Primary School all children have the right to an Education which offers them the best opportunity to work hard, be happy, safe and make the very best possible progress.

We strongly believe that all adults and children in our school have the following rights :-

"the right to be Happy", "the right to learn (teach)", " the right to be listened to", "the right to voice their opinions" (in an appropriate way) "the right to be safe"

We know that all children in our school follow our Golden Rules:

- We treat all others well (we never hurt anyone verbally or physically)
- We never give up (even when we are challenged)
- We are productive (we never waste time)
- We accept sanctions from all adults (without argument)
- We tell the truth (even if it might lead to a sanction)

In Foundation Stage, the golden rules are:

- We always keep our hands, feet and objects to ourselves.
- We always do what any grown up says, the first time they say it.
- We always try our very best even if it's a hard job.

We support children in understanding what good behaviour is by:

- Always referring to our school rules and our rights and responsibilities.
- Discussing incidents and solutions as a whole class.
- Modelling it.
- Scenarios - PSHE lessons.
- Circle time.
- Clear expectations.
- Displayed rules (created by children).

We promote and encourage classroom positive behaviour through:

- Rewarding it.
- Golden Time.
- Highlighting the positives.
- Celebrating publicly in school.
- Celebrating on our website.
- Clear expectations both verbal and continuously referred to and displayed.

We promote and encourage positive behaviour at playtimes and lunchtimes through:

- Clear expectations displayed and constantly referred to.
- Specific rewards for that part of the day.
- Interactive staff to support purposeful engaged activities.
- Teaching children playtime games (in PE lessons).
- Trained buddies supporting children to play purposefully.
- Lunchtime Supervisors knowing their role (job descriptions).

We sanction unacceptable behaviour through:

- Red cards (see Golden Time Section)
- Verbal warnings.
- Time out.
- Internal exclusions. (Agreed within phase teams and shared with Head Teacher.) Maximum of three days in any one internal exclusion period.
- Lunchtime external exclusions. (Decided by HT.)
- Putting children on report. (See appendix.)

Our school rules are:

- Listen.
- Don't interrupt.
- Never give up.
- Treat each other well.
- Be kind.
- Accept responsibility.

Role of the Class Teacher:

- Ensure staffing arrangements support children's needs.
- Ensure planned activities support children's needs and learning styles.
- Try to understand the reasons for children's negative behaviour (including investigating the bigger picture through discussions with parents and carers).
- Promote positive behaviours through own model of positive behaviours.
- Incorporate scenarios into PSHE/circle time.
- Create respectful climate in classroom (positive ethos).

Have the rights and golden rules visible in classrooms and referred to continuously.

- Display expectations.
- Display rewards.
- Display sanctions.
- Celebrate the positives.

Role of the Head Teacher:

- Have a policy in place that is shared with the whole school community and is created with input from the whole school community.
- Meet with children about negative behaviour and aim to resolve any problems
- Meet with staff about children with negative behaviour and support with strategies.
- Meet with parents about children displaying negative behaviour and encourage their involvement in sanctions and rewards in line with school policy.
- Liaise with SENCO/external agencies to support effective provision for children presenting behaviour difficulties in school.
- Liaise with LA regarding advice for exclusions (where all else fails).
- Monitor provision for children to ensure it supports and promotes positive behaviours
- Inform Governors of extreme behaviours and include in decisions about exclusions.
- Ensure professional development opportunities are in place for all adults who work/volunteer at South Street.
- Ensure rights and golden rules are known and used by whole school community and are displayed in public areas away from the classroom.

Role of Support Staff:

- Same as teacher

Role of Governors:

- Monitor curriculum provision to ensure reduced frustration - supports learner's needs.
- Attend celebration assemblies.
- Comment on children's achievements.
- Support Head Teacher/school with contributing to monitoring, reviewing behaviour policy and where all else fails, with exclusions.
- Support learner's needs.

Role of SLT:

- Support phase teams and wider school team in initiatives and strategies.
- Take a lead role in organising internal exclusions. (Maximum of 3 days in any one period.)
- Pilot initiatives and strategies and report back to the Head Teacher.
- Ensure team is clear on policy.
- Support at lunchtimes - internal base (see appendix for time-table).

Role of Children:

- Understand policy.
- Write policy
- Agree rules.
- Help each other to follow rules.
- Devising sanctions.
- Buddies.
- School Council.

Role of Visitors:

- Understand and adhere to school behaviour policy (sign for copy).

Golden Time System:

- Within each class, there will be a 'Green Chart' containing the names of the children.
- Each child begins the week with an allocation of 'Golden Time' to be taken at the end of each week on Friday's from 2.30 - 3.00pm.
- At the start of every morning and then again at the start of every afternoon, all children will be given a green card, orange card and a red card. The green card will be placed at the front of the holder in view of the class, indicating that the child has their full allocation of 'Golden Time' for that day.

Heading to Red

- If a child demonstrates a behaviour that is unacceptable in our community, then they will be given a verbal warning and their cards will remain in place.
- If the child is given a further warning within that lesson, this means that their green card will be placed to the back of the cards, showing that the child has a warning and is now on an orange card for the rest of that day.
- Further unacceptable behaviour will lead to another verbal warning, which proceeds to a red card. This now means that the child has lost 5 minutes of their weekly allocation (teachers need to ensure that the card within the child's register class is moved appropriately). The maximum amount of time lost each day is 5 minutes.

Going for Gold

At South Street we acknowledge that many of our children try really hard and are on green the majority of the time. A Golden Card will be given to children whose behaviour is exemplary and a role model to other children. To make this special and high profile only four Golden Cards can be issued each day.

In KS1 children will 'cash in' their Golden Card for planet points for their team. In KS2 children will 'cash in' their Golden Card for golden tickets. These will then be rewarded by their class teachers and KS Managers in assembly.

Rewarding Behaviour

- Continuous positive behaviour over the period of a term period will be further recognised through various other rewards such as class celebrity.
- All children take part in fun 'Golden Time' activities for half an hour on Friday afternoons for the length of 'Golden Time' they have remaining.

The Sanction Room/Time out Area

Throughout school, children who have lost 'Golden Time' spend the time lost away from the activities in classrooms and return once their 'time lost' has lapsed. Teachers keep parents informed of children who have lost 'Golden Time' and arrange to meet to discuss issues if this is continuous.

As with all policies in school, we encourage staff to operate a differentiated approach to rewarding/warning, taking into account the individual needs of the child.

NON NEGOTIABLES

At South Street we:

- Never send children out of classrooms without a destination.
- Avoid humiliating a child in front of other children.
- Always talk to children with respect.
- Try to understand why a child has acted in a certain way.
- Listen to children's reasons for behaviour.
- Encourage children to take responsibility in deciding their sanction.
- Always inform Head Teacher/Deputy Head if a child has left the class/building immediately.
- Never chase children.
- Never accuse of blame without thorough investigation and evidence.
- Never restrain or touch a child in any way that could be considered aggressive unless trying to prevent them from harming someone else or themselves.
- Forgive children for their misbehaviours and show belief that they can do better.
- Exclusions are at the discretion of the Head Teacher and Deputy Head in her absence.
- External exclusions can only happen when all else has been tried.