



Southern Road Primary School

Behaviour Policy 2021/22

Approved by Southern Road Primary Governing Board	Date Approved:
Signed:	Chair of Governing Board- Amirul Haque
Date of next review	

Pupils at Southern Road are polite, respectful and honest. Their friendly and warm approach is what makes Southern Road a fantastic place to learn.

Staff are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards, to be honest and accept responsibility for their behaviour and encourage others to do the same. We recognise that we all make mistakes and we encourage all to learn from them and always move forward.

Our Behaviour policy guides staff, parents and pupils.

It echoes our core values of **Strive, Resilience, Pride and Success**

Aims of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To ensure that excellent behaviour is a minimum expectation for all.

At Southern Road, we believe that everyone in our school community should:-

- Have the right to feel safe in class, in the playground and when they move about the school and the classroom.
- Have the right to be treated with dignity, to be treated fairly and as a social equal by other children and adults regardless of difference. To expect a settlement of problems and to be able to tell their side of a story in a dispute.
- Be able to learn in a supportive learning environment without interference from other children.
- Be able to express them, to share ideas and opinions and to ask questions.

In order to maintain this, these are the following things we aim to ensure:

- A calm, purposeful and positive atmosphere within the school.
- Caring attitudes towards all members of the school community.
- Encouragement of independence and self-discipline so that each child is able to accept responsibility for his/ her behaviour.
- A consistent approach to behaviour throughout the school community.
- All members of the school community are kept safe.
- All achievements are acknowledged and valued.
- Provision of clear boundaries and raised awareness of what constitutes appropriate behaviour.

Staff Responsibilities:

- Meet and greet pupils at the door in the morning
- Provide a safe and positive environment in which all children can learn.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Provide clear and consistent boundaries and to model appropriate behaviour.
- Establish a good relationship with all other adults, including parents, so that all children understand that the key adults in their lives are working together.
- Staff recognise that everyone is an individual and will respond appropriately to their needs.
- To use the school's Behaviour System consistently.
- To have high expectations of children's behaviour at all times.

Senior leaders will also:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at break and lunchtimes
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing learners and their behaviour as and when required

Parents' Responsibilities:

- Help children understand what their rights and responsibilities are in the school community
- Be aware of the school rules and expectations.
- Actively encourage their children to follow the school rules.
- Always model appropriate behaviour.
- Encourage and support their children to take responsibility for their actions and accept consequences.
- To show an interest in all that their child does in school.
- To foster positive relationships within the school community.
- To support the school in the implementation of this policy.
- To treat all children fairly and with respect.
- Ensure their child attends school regularly and is punctual.
- Make a member of staff aware if there is a concern that needs addressing.

Southern Road Primary School
Expectations of Behaviour for all

- Always try your best.
- Keep your hands and feet to yourself and respect everyone's personal space
- Follow all adult's instructions.
- Look after our classroom and all school equipment.
- Be kind, take care of others and be polite at all times.

Rewards

- Every half term a class from each phase will be selected to receive an award and take part in a special event.
- This award will be given to the class that not only shows consistently the minimum behaviours above but to the class that goes above and beyond. Award ideas will be formulated by the class ambassadors.
- Every week there will also be a trophy given to the class that shows exemplary behaviour during play and lunch e.g lining up, helping others, playing nicely .
- A member of SLT will hand out the trophy to the winning classes on Friday afternoons. The winning class will be announced on facebook, twitter and will be in the newsletter

Staff also have the right and responsibility to reward children based on their class rules which they have created at the beginning of the year.

On the rare occasions where negative behaviour or poor choices are made by pupils the following set of consequences should be followed.

Order of Consequences (see appendix 1 for detail)
Reminder
Warning
'Time Out' in another class (within the same phase) or area of the playground if the incident is at play/lunchtime.
<i>Then if behaviour persists</i>
See senior staff member
Senior member of staff may then:
Speak to parent
Formal parent meeting with DHT or AHT
Meeting with Headteacher for serious incidents (see appendix 2)

Appendix 1

- **Gentle Reminder**
- **Verbal Warning**
- **Thinking Time** – have a small designated area in your classroom for this – near the back or at the side, not at the front or in the book corner. The purpose of 'Thinking Time' is for the child to reflect, to use the opportunity to get their behaviour back on track. When the teacher decides, the child simply returns to the task – no need for you to say anything, other than reminding them what they need to be doing.
- **Time-Out in another class** –if a child does not use Thinking Time effectively and continues to make the wrong choices, give them a Yellow card which means Time-Out in another class The child takes the card with them. Once in the other class, they sit at an allocated place. Stay for approximately 10 minutes. The class teacher will then ask the child to return to his/her own class to discuss the issue and give the child an opportunity to reflect.
- **See senior staff member** -The member of staff will speak to the child, away from the rest of the class. They will discuss choices with that child. They will remind the child that the next stage may involve informing the child's parents.
- **Speak to the parent/phone call home** – The senior leader will contact the parent.
- **Formal parent meeting** – organised through the Phase leader or DHT may include the HT for serious issues. The teacher may, on occasion, join this meeting as and when required.

Appendix 2

Serious incidents

A formal meeting will take place with their parents and the Headteacher/Deputy Headteacher. A record of this meeting will be logged and kept on file in Safeguard.

With regard to children with persistent behaviour difficulties, the class teacher will, if required, be supported by a senior leader in setting up and implementing individual behaviour targets and strategies. Behaviour charts are sent home to encourage support from parents/carers. At this point a decision will be made whether or not to refer to an external agency, for example, Behaviour Support Service.

If there is an incident of a racist, homophobic, peer on peer abuse or behaviour discriminatory nature the incident will be logged on Safeguard and treated as a high priority.

