

Southern Road Primary School Behaviour Policy September 2015

Introduction

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 themselves, 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.

Children's Responsibilities

- To learn and allow others to do the same.
- To treat others with respect.
- To follow all adult instructions.
- To treat property and the school environment with respect.
- To take responsibility for their own actions and to accept the consequences.
- Play safely so that everybody can enjoy school.
- To speak to an adult about any difficulties at school.

Staff Responsibilities

- To treat others with respect.
- To provide a safe and positive environment in which all children can learn.
- To create a challenging, interesting and relevant curriculum.
- To provide clear and consistent boundaries.
- To model appropriate behaviour.
- To 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.
- To recognise that everyone is an individual, and to respond appropriately to their needs.
- To ensure that positive behaviour is an intrinsic part of the curriculum e.g. SEAL, Circle Time.
- To use the school's Behaviour System consistently.
- To have high expectations of children's behaviour at all times.

Parents' Responsibilities

- To help children understand what their rights and responsibilities are in the school community
- To be aware of the school rules and expectations.
- To encourage their children to follow the school rules.
- To model appropriate behaviour.
- To encourage/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.
- Speak out to ensure a member of staff is aware if there is a concern that needs addressing.

The Behaviour System in Class

At Southern Road Primary School, we follow a 3-part Behaviour System:

RULES	REWARDS	HIERARCHY OF CONSEQUENCES
<ul style="list-style-type: none"> • Always try your best. • Keep your hands and feet to yourself. (KS1) <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • Respect everyone's personal space (KS2) • Follow all instructions. • Look after our classroom/ equipment. • Be kind and polite to others. 	<p>Headteacher's Award</p> <p>Thumbs up</p> <p>Star of the day</p> <p>Praise</p> <p>Smiles</p> <p>Worker of the week</p> <p>Certificates</p> <p>Outstanding Class Behaviour Award</p> <p>'Golden' Tickets</p>	<ul style="list-style-type: none"> • Reminder • Warning • Thinking Time • 'Time Out' in buddy class • See senior staff member • Speak to parent/letter home • Formal parent meeting • Meeting with Headteacher

This system is introduced and explicitly taught on the first day of each academic year, using the following format: (see over page). It can be reinforced at any time of the year if the teacher deems it necessary. The behaviour system is an integral part of every classroom in the school.

PART 1: Rules

Question & discuss with the children:-

- Why do we need rules?
- In which situations are rules necessary? (use examples from home, games, traffic etc.)
- What happens if there are no rules? Highlight the importance of rules for safety & well-being. Having rules helps everyone have a safer, better time at school.
- What about if we didn't have rules? What would that be like?

Brainstorm the children's ideas for class rules first, then guide them into coming up with the 5 we have agreed (see below). When the rules have all been 'agreed', go through each of them i.e. teach them.

Never assume that the children have a good understanding of what is expected from them. In teaching class rules, be very explicit e.g. 'What do we mean by that rule? What would our classroom be like without this rule?' Role-play the rule if you're feeling creative!

PART 2: Rewards/Positive consequences

This should be the most prominent part of your behaviour system. The more positive you are with the children and their behaviour, the happier your classroom ethos will be. Let the children know how much value you place on recognising their good behaviour – that you'll notice it and pay attention to it; you'll tell them when they're doing a great job.

Explain how you will positively recognise children who follow the rules e.g. Star of the Day, Worker of the week etc. Go through each reward on the chart explicitly. Even subtle actions, such as 'thumbs up' should be highlighted.

The 'Outstanding Class Behaviour' award aims to promote positive behaviour across the school. Guidance for this is available in *Appendix 1*).

PART 3: Consequences

Explain why we have & need consequences i.e. everyone needs to be responsible for their own behaviour. We can't blame others for things we do. If we make bad choices, then there needs to be a consequence for that.

Explain to the children:-

- For low level disruptions in your class, you will use your traffic light system or sad face board.
- When a child is persistently making bad choices and this is beginning to impact on the smooth running of your class, start to use the Consequence board.
- Teach the Hierarchy of Consequences (See Explanation of terms below.)
- Check for their understanding.

Explanation of terms regarding Hierarchy of Consequences

Inform the child at each stage e.g. "You haven't made good choices this morning – I am now giving you a Reminder".

Put the child's name card on the Hierarchy as a visual reminder for the child.

- **Reminder** –verbal
- **Warning** - verbal
- **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. Use a small table with a chair and an egg timer (3 mins for Foundation Stage, 5 mins for rest of the school). Each class should have a 'Time Out/Thinking Table'. The purpose of 'Thinking Time' is for the child to reflect, to use the opportunity to get their behaviour back on track. When the timer has finished, 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 buddy 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 (have back-up class if they are out for ICT or PE). The child takes the card with them. Once in the Buddy class, they sit at an allocated place and complete a Reflection/Time Out sheet (*Appendix 2 & 3*). Stay there for 10 minutes. The Buddy class teacher will then ask the child to

return to his/her own class with the completed Reflection sheet. Class teacher to follow up with child at next break time.

- **See senior staff member** - this should be done as soon as possible, but please wait until the next playtime/lunchtime. The member of staff will speak to the child, away from the rest of the class. They will ask to look at the child's Time Out sheet and discuss choices with that child. They will remind the child that the next stage will involve informing the child's parent.
- **Speak to parent/phone call home** – If possible, try to speak to the parent in person at the end of the school day. Ask another teacher to be present if you do not feel confident to speak to the parent by yourself.
- **Formal parent meeting** – organised through the Inclusion Manager. Attended by parent, class teacher, Inclusion manager & any other relevant staff. Discuss future action – if there have been ongoing concerns, an individual behaviour plan may be put into place.
- **Meeting with Headteacher**
- **A serious incident form may be completed at any stage in this hierarchy of consequences.** This may result in some of these sections being bypassed.

Categorisation of behaviour

The following table (page 8) was developed by the teaching staff at Southern Road to help achieve consistency when providing consequences for children when inappropriate behavioural choices are made. It is used as *guidance* for staff.

<p>Use hierarchy of consequences (low level)</p> <ul style="list-style-type: none"> • Fiddling with items or clothing • Inappropriate/silly noises • Out of seat • Provoking peers • Running in school • Pushing in the line • Touching other people's property • Ignoring instructions • Not keeping hands & feet to self 	<p>Miss 5 mins of playtime / lunchtime</p> <ul style="list-style-type: none"> • Backchat / answering back (in a challenging way) • Throwing small things e.g. bits of paper • Damaging equipment without malicious intent • Swearing • Lying • Playing ball games at playtime 	<p>Miss 10 mins of playtime/ lunchtime</p> <ul style="list-style-type: none"> • Throwing small items of equipment e.g. ruler, pencil • Defiance – refusal to follow instructions, including refusing to do work • Ripping up work (malicious) • Swearing at other children with intent to offend 	<p>Miss 15 mins of playtime / lunchtime (COMPLETE BEHAVIOUR SLIP)</p> <ul style="list-style-type: none"> • Punching / hitting / pinching / pushing / kicking with intent to hurt • Play fighting • Spitting at someone • Intentionally throwing an object at someone • Damaging equipment with malicious intent, including graffiti. • Leaving the classroom without permission (not Time Out) 	<p>Senior staff (DHT, AHT, SENCo) (COMPLETE BEHAVIOUR SLIP)</p> <ul style="list-style-type: none"> • Blocking up the toilets • Throwing wet tissues on ceiling or walls • Bullying – isolated incidents • Stealing of items • Verbally abusive towards an adult • Damaging ICT equipment • Racism (see DHT for forms) • Use of phobic language 	<p>Headteacher (& possibly further consequences) (COMPLETE BEHAVIOUR SLIP)</p> <ul style="list-style-type: none"> • Fighting • Graffiti (when it is insulting to someone) • Persistent bullying – intimidation, physical aggression • Throwing furniture • Using an object as a weapon • Leaving the school premises without permission • Persistent stealing of items • Physically abusive towards an adult (with intent) • Inappropriate sexualised behaviour
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Serious incidents

A serious incident is regarded as one which appears in the final three columns of the table (previous page). A behaviour slip is completed by the member of staff who initially deals with the incident. Depending on the nature and severity of the incident, appropriate consequences are put in place in line with the table from page 8. Behaviour slips are filed in an individual Class behaviour folders and these are monitored weekly by the Headteacher/Deputy Headteacher. Once this has taken place, behaviour slips are filed in the Year Group Behaviour files.

The Year Group Leader will monitor these slips and if a child has been involved in five serious incidents, they will alert the Headteacher/Deputy Headteacher. Following this, a formal meeting will take place with their parents and the Headteacher/Deputy Headteacher. A record of this meeting will be kept with the five behaviour slips in the Year Group Behaviour file.

With regard to children with persistent behaviour difficulties, the class teacher will be supported by the SENCo and/or Emotional Literacy Teacher in setting up and implementing individual behaviour targets and strategies. Target sheets 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 nature, a form can be found in the Assistant Headteacher's office. This needs to be completed and returned to the Deputy Headteacher.

Exclusions

The Headteacher and Deputy Headteacher may decide to give an internal exclusion whereby the child spends half or a whole day with either the Headteacher or Deputy Headteacher. The parent is informed via letter (see *Appendix 4*)

In extremely serious cases, such as carrying a weapon or bringing drugs into school a child may receive exclusion which may be permanent. This is an action only undertaken by the Headteacher, or the Deputy Headteacher in the Headteacher's absence.

Chill & Chat Club

Chill & Chat Club is available to children from Year R- 6 between 12pm and 1pm. It is run by the SENCOs and Teaching Assistants.

Criteria

It is for children who:-

- are trying to prevent themselves being involved in a fight/argument
- have been involved in a fight/argument and need 'Time Out'
- are feeling down/upset
- would like someone to talk to about a sensitive issue
- find lunchtime difficult to manage
- have been referred by a member of staff in accordance with the 'Consequence' chart

How do children get to Chill & Chat club?

- Midday supervisory staff and teachers on lunchtime duty can take the children there if they feel that he/she has fulfilled one or more of the above criteria.
- The child then goes to Chill & Chat via the external classroom door (in the KS1 playground).

What happens in Chill & Chat club?

- Upon arrival, a child will 'sign in' and then will be asked to provide a reason for being at Chill & Chat club.
- If a child has been involved in an incident, he/she will be given a 'Thinking sheet' to complete in order to allow a period of calming down and reflection.
- The member of staff will then talk to the child about the incident and discuss their choices.
- The length of time spent in Chill & Chat club will depend on the severity of the incident.
- Children who have not been involved in an incident can play board games or colouring, and use this time to try and feel happier/safer. When a child returns to the playground, the time is logged.

In the event of a serious lunchtime incident, a behaviour slip will be completed and if necessary, a member of the Senior Management Team will be informed.

Behaviour Club

The purpose of Behaviour Club is to provide additional support to those children who are regularly finding it difficult to manage their behaviour at school.

These children will be selected on the basis of the following:-

- *either* two behaviour slips have been completed.
- *or* they have been sent to Chill & Chat Club at lunchtime at least twice in one week.

Behaviour Club takes place at 2.30pm every Friday afternoon in the Inclusion room.

Behaviour Club encourages children to:-

- reflect upon their behaviour choices
- consider making better behaviour choices in the future
- take responsibility for their own behaviour

The club will be led by the SENCo and where necessary, will use materials from the SEAL pack to support the children.

APPENDICES

Appendix 1: Outstanding Class Behaviour Award guidance

Appendix 2: Thinking sheet for Key Stage 1

Appendix 3: Time Out sheet for Key Stage 2

Appendix 4: Internal Exclusion letter

Appendix 1

Outstanding Class Behaviour Award



Guidance regarding the tickets

- These tickets are to be given either to individuals, groups or whole classes when really good behaviour is being demonstrated.
- Please focus on key times: lining up after playtime; moving around the school, sitting in assembly, playtimes, in the dining room.
- Angela will be in charge of issuing tickets on Mondays. She will collect & count tickets on Fridays after lunch.
- Each class teacher will be given 15 tickets at the beginning of each week, to be handed out to children in their own class, Numeracy set and at playtimes when on duty.
- Teaching Assistants should be encouraged to be actively involved in the ticket system.
- PPA teachers will have their own set of tickets to hand out as they see fit (maximum of 1 per lesson, 2 per half day session, 3 for the whole day).
- Each lunchtime supervisor will have 5 tickets to give out every day.

- The Headteacher or Deputy Headteacher will hand out the trophy to the winning classes on Friday afternoons. There will be a poster in each hall displaying the winning class.
- Appendix 2

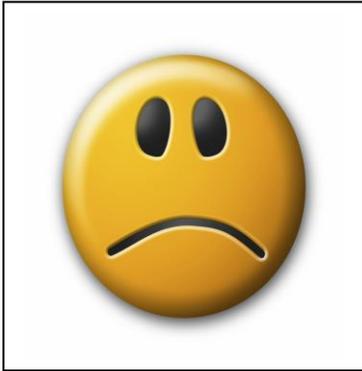
Name Class

Thinking Sheet

Draw a picture showing how you can make things right.

Empty rectangular box for header information.

Appendix 3



**TIME OUT
Thinking
sheet**



Name:

Date:

What I did:

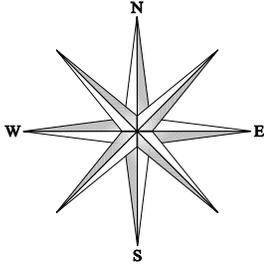
Why I did it:

How I feel:

Why was it a bad choice?

How can I sort it out?

Appendix 4



Southern Road Primary School

Southern Road, Plaistow, London E13 9JH

Headteacher: Stephanie Lachowycz

Deputy Headteacher: Dena Lawrence

Tel: 020 8471 9048 Fax: 020 8471 4512



DATE:

Dear parent/carer of _____ Class _____

Your child was given an internal exclusion today. That means that he/she spent 1/2 day / a whole day with a senior member of staff doing their work.

This internal exclusion took place because

.....
.....
.....

Please make an appointment to see your child's class teacher to discuss this exclusion.

Yours sincerely,

