



Sherborne Primary School

Behaviour Policy – Spring 2018

This policy should be read in conjunction with the following Department of Education guidance “Behaviour and Discipline in Schools: Guidance for Governing Bodies” (DofE January 2016) “Use of Reasonable Force – advice for Head teachers, Staff and Governing Bodies” (DofE 2013)

Whole School Charter - 'Work, Learn & Respect Together.....'

Please also view Sherborne Primary School's 'Reward & Sanction System' (Appendix 1)

Policy aims

The school's philosophy is to emphasize the positive aspects of behaviour and to reward good behaviour as a model for the aspirations of all. Poor behaviour is challenged, corrected and used as a learning experience.

Discipline at Sherborne Primary is designed to be “kind but firm” based on the sound knowledge of individual children & their background (& medical condition). In the classroom teachers present focused, interesting lessons based on a challenging and varied curriculum with a balance between active and passive pursuits that are relevant to all learners. Liaison with parents about a child's circumstances (including medical needs), attitudes to learning and behaviour is essential.

Unacceptable language, name calling and abuse are not tolerated. It is recognised that children arguing, falling in and out of friendships and coping with compromise are learning situations best experienced if they occur in a safe, supervised and secure primary school environment. Dealing with the emotions that result is often the subject of assemblies and class discussion time.

Some pupils with additional needs may also utilize their personal 'behaviour plan' linked to their SEN needs.

In Class

Children are expected to adhere to the charters of rights and responsibilities that have been created for each class & by the whole school's **Rewards & Sanction System (see appendix 1)**. These are displayed in each classroom and are regularly referred to by teachers and pupils. Any breach of these charters may result in the child missing playtime/lunchtime or being sent to the Headteacher, Team Leader or member of the Senior Leadership Team and follows the agreed procedure of a verbal warning, missing x minutes of play and the use of the Rewards & Sanctions charts in each classroom.

In the Playground

Children are expected to behave appropriately on the playground or field where they are able to play happily and safely. Any mis-behaviour will be dealt with by the member of staff on duty or may be referred to Team Leader, member of the Senior Leadership Team or the Headteacher. This could be in the form of being kept away from other children or being sent into the school to report to a Team Leader, a member of the Senior Leadership Team or Headteacher to miss a playtime (usually within our Reflection Room; which includes a members of the SLT)

Lunchtime

All lunchtime supervisors have the same authority as teachers and they will be expected to be treated in the same way. Any mis-behaviour will be dealt with by the lunchtime supervisor or be referred to the senior lunchtime supervisor, member of staff on duty or the Headteacher. The pupils will adhere to the School Charter with staff utilising our Rewards & Sanctions system.

Reflection Room

This is a school facility which pupils can be supported with their behaviour management. It includes trained staff, appropriate for resources, behavioural strategies & time out space. In addition to this facility the school also utilises a Sensory Room for pupils who require this area.

School Visits And Outside Of School

When children are on school visits or off site they are expected to maintain the same high expectations of behaviour as in school as all venues are seen as extensions of the school and the children are expected to uphold the reputation of the school. Serious breaches to standards of behaviour will be reported to the Headteacher and parents will be contacted.

'Work, Learn & Respect Together.....'

Rights & Responsibilities Rights of children:

- To be able to learn in a safe environment
- To be treated with respect
- To be listened to by adults in the school
- To understand what is and is not acceptable behaviour
- To be treated fairly and consistently To celebrate their positive behaviour with praise & rewards

Responsibilities of children:

- Behave in an orderly, purposeful and sensible manner at all times
- Show courtesy and respect to all members of the school and visitors
- Be thoughtful, helpful and understanding to each other at all times
- Adhere to the class and whole school charters

Rights of Staff:

- To uphold the standards of behaviour outlined in the school's Behaviour Policy
- To expect consistent codes of conduct to be used throughout the school
- To be treated with respect by pupils, parents and colleagues
- To expect that there will be no cultural, sexual or physical discrimination against children or parents

Responsibilities of Staff:

- Set high standards of social behaviour, be polite and well-disciplined using positive behaviour management strategies
- Listen to children making it clear that bullying is not tolerated
- Keep a log of any bullying incidents and their outcomes
- Attend relevant training
- Liaise with parents / carers concerning behavioural (or other relevant) issues or concerns

Rights of parents;

- To have information regarding the school's processes and curriculum
- To be able to discuss issues relating to the education of their children
- To offer and receive information regarding the education and behaviour of their children
- To expect consistent codes of conduct to be used throughout the school within our Rewards & Sanctions Systems
- To expect that there will be no cultural, sexual or physical discrimination against children or parents

Responsibilities of parents:

- Be aware of the school's Behaviour Policy and actively support it
- To promote positive behaviour in their children
- Lead by example

- To know the difference between bullying and teasing
- Be aware of unusual behaviour in their children
- Inform school of any relevant issues

Responsibilities of Governors:

- Be familiar with the school's Behaviour Policy and actively support the school in eliminating bullying
- Refer all matters regarding discipline to the Headteacher or Chair of Governors

Rewards and Sanctions (see Appendix 1 for full details)

Our Rewards and Sanctions System will be reviewed each year and sent to all our parents & careers every September

Positive, constructive behaviour is rewarded through in class rewards, a team point system (called 'Dojos, - an electronic and fun team point system, which enables communication directly with parents & carers) from years 1 to 6

EYFS - parents & careers are also updated on many issues including behaviour through our online learning journey called "Tapestry". Rewards and Sanctions are differentiated for our youngest pupils

Stickers, rewards, & certificates are also utilised.

Certain amounts of team points will obtain a certificate e.g. 50 = a bronze certificate

At key stage 1 other rewards are in the form of stickers, occasional certificates and 'golden choosing time'.

Good behaviour is recognised on the school's Achievement Board with our Pupil of the Week (this is also shared with parents & carers in our weekly 'Achievement Assembly' on Fridays.

Other incentives include 'Role Model of the Week' which enable the selected pupil to gain a badge for one week & then a 'gold star' to keep to show they have historically gained recognition for their exceptional behaviour.

Classes also select "Pupil of the Term" and "Pupil of the Year".

Year 6 undertake their 'Senior Pupil Award'. This includes a letter of application, a dedicated booklet to work through with aspirational criteria and finally an award at the end of the year for successful completion. This is explained to parents and careers via a Year 6 Parental Information Evening in September. Pupils and staff select a Head Boy and Girl each term from the pool of Senior Pupils.

Classes can also earn whole group rewards over a longer period (these are class specific and displayed within each classroom).

Poor behaviour is dealt with using an incremental process enabling children to learn from their mistakes and not repeat them.

Our Rewards System is displayed in each classroom (with sanctions available if required)

Behaviour at Classroom Level

Poor behaviour is dealt with initially by the class teacher using strategies such as loss of play time, or a corrective activity, and time to reflect upon what is positive behaviour. Younger children may lose 'golden choosing time'. Children repeating misdemeanors may miss school trips, plays or parties as a result. Often 'sorry' letters are written and given with apologies to an adult or child who suffered due to misbehaviour.

All classes will follow the agreed "Behaviour Sanctions" located in each class.

Teaching Assistants and teachers can refer children to senior staff for appropriate action, e.g. Team Leaders, Assistant, Deputy or Headteacher.

As a principle a child being persistently disruptive is sent from class to be supervised elsewhere. 'Time out' with an adult is a tactic used with the youngest children. In class the aim is that a lesson proceeds unhindered, a child causing repeated interruption is removed after warnings for the benefit of others. Repeated or serious incidents result in a letter or telephone call to parents which may result in a detention after school supervised by the Headteacher or a member of the Senior Leadership Team. This sanction will only be used if the parents have been contacted. This

communication sets out the incidents in question, the action taken as a result and measures for improvement. It may be that parents and school need to agree strategies that involve outside agencies such as the medical, psychological or social care.

Incidents of a serious nature (level 3 or above on our Sanctions System and including actions which severely or constantly disrupt learning, unacceptable behaviour and blatantly rude actions) are logged within a 'Serious Incident Log' by the Headteacher. These are reported to governors (without naming children).

Pupils who have time out in our 'Reflection Room' at play time and lunchtime are also recorded to identify patterns. This can also be fed back to parents and carers in parental consultations.

Exclusions

Exclusions at Sherborne Primary school are rare and are only used after all other options have been taken. A parent may be asked to collect a child who is unable to cope for time out that day. Staff members are committed fully to the educational needs of every child and use proven strategies to enable children to acquire the academic, social and emotional skills needed for successful transfer to secondary school.

Exclusion is not ruled out as a strategy if required to protect children or adults. If used it will follow the procedures laid down in the Dorset County Council policy (available from the school office).

Bullying (including cyber-bullying)

This is defined as having three characteristics:-

1. It is continuous.
2. It is deliberate.
3. It is unequal and involves a power imbalance.

At Sherborne Primary a strong line is taken on bullying. Every child has the right to learn and play free from the victimisation of others, whether physical or verbal.

A number of school assemblies through the year give messages to children that they have rights and responsibilities, e.g. not be bullied nor to bully. Role play, the PSHCE curriculum and Circle Time are used extensively to promote understanding. Children should understand, what it is like to be bullied, what bullies do and what action to take should they be bullied or see someone else affected, the people to approach and the words to use.

Children are taught to discriminate between what is disagreement and what is sustained victimisation in action. All supervising staff members look for signs of bullying. From time to time parents report that their child is claiming that bullying is taking place. When this occurs all staff involved with this child are briefed, the child is watched closely and the person nominated to co-ordinate the procedure makes a note of any incidents. A report is made to a senior member of staff so that the parents can be informed. This is known as 'child watch'.

Sometimes, particularly with younger children, attention seeking behaviour can accentuate minor situations into major incidents.

Children are encouraged to report incidents to an adult that they trust, the difference between telling tales and reporting something that makes you unhappy is taught. Those who suffer from the poor behaviour of others are told about or shown the actions taken.

The school has a nominated Governor who monitors the implementation of the school's behaviour policy. If required this person intercedes with parents where there is evidence of bullying so that all parties are aware of the action being taken and the consequences of repetition.

Involvement of Other Agencies

Liaison is maintained with the behavioural support services, social care, educational psychologist, child psychiatrist, locality social workers, school nurse and our own parent support advisor. These agencies provide help in understanding children's poor behaviour and taking measures to improve it. Children with special education needs have individual support plans ('provision maps') which

detail behaviour problems and the measures identified to address them. For children in care and others there are links to appropriate agencies and the Safeguarding Policy.

The school has a dedicated Parental Support Advisor, who can also support both children and parents with issues surrounding bullying and cyber-bullying.

The school actively educates pupils with strategies to avoid bullying e.g. Safer Communities Police Team teaching anti cyber-bullying information to pupils, staff and governors.

Race Equality & Equal Opportunities

At Sherborne Primary School we are committed to preparing children for life as citizens in a multi-cultural society in which there is race equality, harmony and absence of racism. We are committed to tackling racial discrimination and to promote equality of opportunities.

In Conclusion

Sherborne Primary is a happy place where children thrive and adults work well as a team. Everyone acts together to celebrate the positive aspects of school. The intention is always to reinforce the positive characteristics of living and working together in a mutually tolerant way but always to challenge and learn from unacceptable behaviour.

This policy should be read in conjunction with the Single Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This school endeavours to advance equality of opportunity and foster good relations or all

Adopted date:	30 th January 2017	
Signature of Headteacher	Ian Bartle	
Signature of Governing Body	RoyTowndrow	

Next Review date	Every 2 years January 2019	