



SHANKLEA PRIMARY SCHOOL

Behaviour Policy

SPS

#### Policy Control Details

Date policy approved:	September 2019		
Prepared by:	L Greenwood	Signature	Date
Approved for issue by:	G Pearson	Signature	Date
Review period:	1 year		
Review required by:	September 2020		
Responsibility for review:	Performance Improvement Committee		

# **SHANKLEA PRIMARY SCHOOL: Behaviour Policy**

## **Statement of intent**

Shanklea Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

## **Pupil expectations**

Pupils and parents/carers will be expected to follow our school's Code of Conduct which requires pupils to:

- Conduct themselves around the premises in a safe, sensible and respectful manner.
- Arrive to lessons and school on time and fully prepared.
- Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Follow classroom rules and procedures.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

The school will ensure that pupils follow our Code of Conduct by teaching them how to behave sensibly, such as how to:

- Line up in groups when entering or leaving the classroom or school premises.
- Sit appropriately on school chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Raise their hands when they wish to speak in class or assemblies.
- Model good behaviour to other pupils.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

It is the responsibility of all adults in school to monitor behaviour; rewarding good behaviour and dealing with problems that arise. Staff need to be aware of the school rules and ensure that they are followed.

### **School Rules**

- Put my hand up when I want to say something.
- Listen to others when they are talking.
- Be respectful of others – my teachers and my class mates.
- Treat others as I would like to be treated.
- Be respectful of the environment and not damage any school property.
- Do as the teacher asks me and follow instructions.
- Complete all tasks I have been set and try my best with my work.
- Stop what I'm doing when my teacher asks.
- Take responsibility for my own behaviour.
- Tell the teacher if I feel frustrated or distracted.

**Children will need to understand that if they don't follow the rules then there may be consequences. The following steps will be displayed in each classroom.**

All children start the day on green on the traffic light system. All children on gold at the end of the day will get 10 castle points.

**Step 1** – I will be reminded about my behaviour by the teacher.

**Step 2**- A 2nd behaviour reminder will be given and I will move to amber on the traffic light system.

**Step 3** – I will move to red and then go to the Quiet Area at lunchtime. The incident will be recorded on CPOMS and I will be brought to the Quiet Area by the appropriate teacher to explain and discuss my behaviour.

**Step 4** – If I have repeated trips to the Quiet Area (3 times in a half term) the behaviour will be discussed with a phase leader and parents will be contacted by my teacher to discuss ways to improve my behaviour. A behaviour contract may be set up with targets set in agreement with parents/carers and my teacher.

**Step 5** – I will work in isolation as agreed by Mrs Brown or SLT.

## **Step 6 – Fixed term/permanent exclusion**

### **Lunchtime**

Any lunchtime incidents will be reported back to the class teacher who will decide if any action should be taken and record the incident on CPOMS if necessary.

### **Rewards**

All children will begin each day (KS2)/session (KS1) on green on the traffic light system and will be rewarded for hard work and good behaviour by moving up the traffic light system towards gold. All children on gold at the end of the day/session will receive 10 castle points. Teachers may choose to reward children who end the day/session on silver too. Rewards are used to encourage and promote good behaviour and could also include:

- Verbal praise and recognition either individually or in groups. This could also include messages or phone calls home to parents.
- Material awards such as certificates, stickers or prizes.
- Recognition as individuals, groups or whole classes in Achievement Assembly each Friday.
- Castle points awarded which are collected by each castle. The castle with the highest total will be rewarded with a non-uniform day at the end of each half term.

All children should be progressing in such a way that it is possible for them to receive awards at different points to encourage progress, achievement and good behaviour which will lead to gold by the end of the day/session.

### **Sanctions**

A hierarchal structure of sanctions is to be used so that different levels of behaviour are treated appropriately. Warnings must be incorporated in the structure so that the focus is on improved behaviour.

The following model should be used (not all behaviours are listed). The reward system should be integrated into this model so that improvement is acknowledged.

Any incidences of behaviour progressing to level 2 and beyond must be recorded on CPOMS and any children attending the Quiet Area should be brought there by the appropriate teacher to explain and discuss the children's behaviour with the member of SLT on duty. It may be appropriate for some children to do their Quiet Area time during assembly time so that it does not impact on the following day. This time could also be used as an award time for some children if appropriate.

	Level 1	Level 2	Level 3	Level 4
Behaviour	<p>Not listening in class.</p> <p>Not working in class.</p> <p>Interrupting</p> <p>Shouting out</p> <p>Breach of playtime rules</p>	<p>Challenging response to an adult</p> <p>Preventing other children from working</p> <p>Persistent breach of playground rules</p>	<p>Poor/aggressive response to sanctions or adults</p> <p>Hurting children or adults</p> <p>Fighting</p> <p>Swearing</p> <p>Uncontrolled lunchtime behaviour</p>	<p>Violent or challenging behaviour</p>
Response	<ol style="list-style-type: none"> <li>1. Verbal reminder of behaviour</li> <li>2. Move down traffic light system</li> <li>3. Move seats in class</li> <li>4. Speak to children privately</li> </ol>	<ol style="list-style-type: none"> <li>1. Move down the traffic light system</li> <li>2. Quiet area</li> <li>3. Parents informed</li> <li>4. Discussion about behaviour with phase leader</li> </ol>	<p>Refer to SLT who will decide if the next step will be to:</p> <ul style="list-style-type: none"> <li>• Contact parents</li> <li>• Consider behaviour plan for the future</li> <li>• Lunchtime exclusion</li> </ul>	<p>Refer to HT for further responses which could include:</p> <ul style="list-style-type: none"> <li>- Referral to a specialist practitioner</li> <li>- Lunchtime exclusion for up to 5 days</li> <li>- Fixed term/permanent exclusion</li> </ul>

Children with individual behaviour needs will require an individualised personalised behaviour plan agreed with parents, specialist agencies and SENDCO which has clear rewards and sanctions.