



Good Behaviour Policy

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The difference between try and triumph is UMPPHHH!

Good Behaviour Policy

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Introduction

We believe that all members of our school community play a crucial role in creating a positive and supportive learning environment. We are committed to taking positive action that will open up the curriculum opportunities to everyone to ensure that difference and diversity is embraced, and everyone is treated fairly and with respect. Teachers and support staff work to give every child the skills and confidence that will enable them to make choices in their lives; this extends to the choices that are made in terms of behaviour.

We expect the highest standards of good behaviour from everyone in our school, all members of staff, pupils, parents and visitors. Our expectations and this policy apply equally to all school based activities, educational visits and extended school events. High standards of behaviour are vital in ensuring that teachers can teach, and children can learn. Having high expectations is also pivotal in ensuring that children feel safe in school. Attention to small details such as uniform, also allow conversations to be focussed on learning.

In the vast majority of circumstances and for the vast majority of pupils, we promote a consistent approach to dealing with all incidences of undesirable behaviour. We do, however, recognise that our pupils are individuals and that they each have unique strengths, areas of difficulty and in some cases, very specific emotional/behavioural problems. We recognise that, at times, it may be necessary to be more flexible than usual if a child acts out of character and against the agreed rules. Consideration should always be given to the cause of unusual behaviour when dealing with a situation. Similarly, pupils with recognised and specific emotional/behavioural problems require a prescribed and planned response which must be followed by all staff members.

We require that teachers apply good behaviour practices consistently and fairly. We are committed to taking positive action that will open up the curriculum, ensuring that differences and diversity is embraced, barriers are removed that may prevent full participation in school life and that everyone is treated fairly and with respect. At Skelton Primary School, we are committed to ensuring that equal treatment of all of its employees, pupils and others involved on the school community. We will ensure that no individuals or groups are treated less favourably in any procedures, practices or aspects of service delivery. We will not tolerate harassment of individuals or groups of people.

Expectations

We have the following expectations of pupil behaviour:

- Children will treat all members of our community with respect and kindness
- Pupils will adhere to school rules both in school and outside on the playground
- Pupils will walk around school quietly, hold doors open and share a polite message eg 'Have a good day', 'you're welcome', 'Can I help you?'
- Pupils will enter and leave the hall for assembly in a calm and quiet manner
- Pupils will maintain the same high standards of behaviour in out of school clubs as well as in school time
- Pupils will appreciate that they are representing the school when taking part in educational visits, maintaining an exemplary standard of behaviour throughout;
- Pupils use lesson time for learning, concentrate on their work and allow others to concentrate on theirs.
- Pupils will speak politely, listen carefully, looking at the person speaking to them and share lovely manners at all times.

Organisation

Our expectations for good behaviour are stated on our website, in displays around school and through referral by staff in behavioural aspects of the curriculum. Our children, families and staff are asked to read, support and sign the Home School Agreement.

The maintenance of good behaviour within the classroom is the responsibility of the class teacher and support staff. Staff members are expected to deal with all minor behavioural incidents according to S.P.S. aims.

Staff should seek the support of their team & leadership when necessary as an effective strategy for dealing with behavioural problems and as a means of giving special praise where it is due. Senior staff should be informed of any serious breaches of our expectations. This will be done through CPOMs to record all behavioural and safeguarding issues and provides a chronology. This also allows SLT to analyse and address different types of behaviour issues and the Headteacher to report termly to governors.

Supervisory assistants for the lunchtime period are made aware of strategies to encourage positive behaviours, discourage negative behaviours and procedures to follow. The Assistant Headteacher for inclusion works with them and provides regular updates as required in response to emerging issues.

As a means of building a sense of responsibility, all staff provide children with classroom responsibilities such as cloakroom monitors. We have celebration assemblies weekly as a means of recognising individual achievements, team achievements and provides an opportunity to reinforce good behaviour.

We offer our children a wide range of extra-curricular activities to provide further opportunities for challenge, raising self esteem, responsibility and the encouragement of positive behavioural traits.

The effective management and organisation of the school day provides the children with a secure routine to adhere to which in turn minimises the opportunities for misbehaviours.

School Rules

We have clear expectations of our children and distinct responsibilities in key areas of school to ensure that relationships and routines are well established. Children are supported to learn and understand and apply our motto and rules.

5 'R's
RESPECTFUL Pupils are polite, courteous, respectful to everyone responding to reasonable requests/ instructions at the first time of asking.
READY Pupils are well prepared to learn with the correct kit reading book, stationery. Pupils wear their uniform correctly including black shoes.
RESPONSIBLE Pupils make wise decisions and ask for support where needed. They work hard.
RESILIENT Pupils will get stuck into a challenge and should they make a mistake, see it as a chance to learn.
REFLECTIVE We think carefully about our actions developing personal and creative thinking

We praise and reward acceptable behaviour rather than repeatedly focussing on undesirable behaviour. We use the language of 'choice' and stress that children must choose to either behave in an acceptable manner or accept the consequences. At all times, children are encouraged to 'fix' their behaviour so that no further consequences need apply.

Rewards and incentives

Pupils are rewarded for good behaviour in the following ways:

- Children receive acknowledgement for following the 5Rs and meeting the expectations set out above.
- A year group behaviour champion is awarded in assembly each week and presented with a prestigious enamel badge as part of Headteacher's Award.
- An Elvis postcard can be selected by staff to acknowledge and promote good behaviour.
- Lunchtime and duty staff can award playground stickers that can be converted to behaviour points.
- Teachers can award stickers to acknowledge impressive behaviour as the children move around school.
- Being given positions of responsibility (buddies, librarians etc)
- Class star of the day is awarded in the last 10 minutes of the school day when quality time is dedicated to acknowledging good behaviour.
- When praising good behaviour, all staff members are specific (e.g., I really liked the way you walked sensibly to line up for dinner).

Staff will use the following script wherever possible:

As you approach:

I can see
that....

Offer help:

I'm here to help.
Let me help you.
(You can trust me.)

When behaviour is incorrect

That is not
acceptable. Please
fix it/ put it right.

Further reassurance

It's my job to keep you safe.

Conduct Requirements

LINING UP

Lining up should be quiet and sensible. Expectations should be clear.

- I walk quietly to join the line at the back (or alphabetically)
- I leave a personal space and face the way that I am going.
- I try to make the line straight.
- I stand still until I'm asked to move.
- I travel quietly walking to the left.

If children are moving in between classrooms, staff should monitor and hand over their children, not leaving them unsupervised.

ASSEMBLY

Children should enter the hall in silence. If the children are unsettled, please do not bring them in. If behaviour issues cause the class to be late and assembly has already started, please take the children back to class. Assembly is a quiet, reflective time. Any behaviour management should be done as quietly and discretely as possible.

COMMUNICATION & MANNERS

It is expected that the children respond in a positive and friendly manner when they are spoken to by staff, visitors and their peers.

Eg 'Good morning. How are you?' 'I am fine, thank you. How are you?'

If a child does not respond, they should be immediately stopped and coached to do so.

We do not accept discourteous behaviour such as answering back, challenging an adult's decision or raising voice to an adult. These expectations are constantly reinforced at classroom level and in assemblies.

The use of unacceptable language by children is not tolerated. We ask pupils to be vigilant in reporting its usage to staff. As with all aspects of behaviour management we are aware that there may be a conflict of dual standards when those at home do not match our expectations in school. It is therefore essential that we communicate our aims to parents wherever we can.

We do not tolerate stealing or any infringement of others' property. Should such incidents occur, they are dealt with swiftly, positively and sensitively. It is our policy to fully investigate every situation thoroughly and not respond to emotive accusation.

GAINING ATTENTION

Outside member of staff will raise their hand to gather attention, children should make their way in calmly.

In the hall or within a larger class setting, staff might use tambourine, clap a rhythm to repeat or chant '1, 2, 3' for the response 'Eyes on me' to gain attention. Staff should avoid raised voices where possible.

Bullying

'There is no such thing as acceptable bullying. Children have a right to expect that they will not be bullied at school and school should seek to provide a safe, caring, protective environment for children.' (Bullying In School- A Positive Approach.)

Data suggests that bullying is not generally an issue in our school but we are aware of it and its many forms and consequences and our attention regularly focuses on the need to show respect and consideration to others, particularly through assemblies. It is our intention to prevent bullying by vigilance and awareness. We are watchful and observe the social relationships between our children, so that we know what is happening. Reports of bullying are always fully investigated and acted upon in a sensitive, thorough way.

Consequences

Managing conduct and relationships well ensures that standards of behaviour are very good and incidents are infrequent. Every member of staff expects all pupils to follow the 5Rs. Any child who breaks a rule will receive consequences. Time cannot be earned back.

In dealing with an incident, staff will remain calm and professional, investigate fully and not resort to physical reprimand, negative verbal rebukes or actions that would lead to their being upset.

At times, it may be necessary to adapt the rules and consequences based on current behaviours.

We operate in an extremely positive atmosphere, our disapproval is one of the most powerful sanctions. We can register this with just a look and on some occasions a verbal reminder.

- We employ a range of rewards, the withdrawal of these rewards can be very effective, with an understanding that making redress for misbehaviour can result in regaining rewards lost.
- A child may miss part of their playtime, reflecting on their behaviour with their class teacher or Nurture for a comic strip conversation.
- Children could be excluded from school clubs for more serious transgressions for a period of time agreed by the class teacher and club leader.
- The child may be asked to write a letter of apology as a means of restitution for their behaviour.
- The Headteacher will be informed of any serious incidents of misbehaviour and parents will be contacted immediately by phone or sent a letter if they cannot be contacted, always with an invitation to discuss the incident.
- For repetitive misbehaviour involvement of parents can act as both an effective strategy and sanction. Disapproval of both teachers and family can be very powerful.
- For persistent misbehaviour during the lunchtime period, following failure to comply with 5Rs and after a formal warning, exclusion from school during the lunchtime period will be considered by the Headteacher.
- The Headteacher may contact the police or social care or other statutory agency as required in dealing with any behaviour in school that is of professional concern.

EYFS Consequences

The children are taught about kind and thoughtful conduct from day 1 in Nursery. Inappropriate behaviour is dealt with personally and very sensitively through a warning and explanation of how the conduct is wrong and how it can be rectified; it may result in a time out or speaking to parent/ carer. However, it depends upon the age and development of the child.

KS1 & 2 Consequences

If a child's behaviour causes concern, they will be given a warning commensurate with the offence. "That is not acceptable. Please put it right/ fix it."

Key Stage One & Two		Teacher action
Verbal warning, positive rule reminder. 'I have asked you.....please remember to.....' The redirect to learning, praising those who are displaying correct behaviour.		
Recordable behaviour 'You have continued to.... Please move seat'		Initials on the board- R (reminder)/ 5 (mins)/ 10 (mins)
Recordable behaviour, move to work in another room. Missed playtime.		Noted on CPOMs.
Remove (working in a different room for the remainder of the session)		Speak to parents.

In the event of significant offence, an appropriate response would be made.

A tougher stance will be directly taken by SLT should a child refuse to accept a consequence or repeat an offence.

Restorative Justice helps a child to recognise and understand their behaviour by sensitive use of atunement, validation, containment and regulation. It provides a setting where children can reflect on the impact of their behaviour and make a situation better. It is an opportunity to discuss wrong choices/ feelings at the time/ feelings now/what needs to happen next time

Exclusions

The headteacher has the right to impose a fixed term exclusion should a serious incident occur. A decision to permanently exclude would only be taken in response to a serious breach or persistent breaches of the behaviour policy where allowing the pupil to remain in school would seriously harm the education/ welfare of children or others in school.

Personalised Support

A child may be deemed to have a special educational need on the grounds of behaviour. Where this arises, staff will comply with the Code of Practice and liaise with AHT to determine the appropriate course of action required. Parents will be involved in the dialogue regarding the children. The involvement of outside agencies such as Educational Psychologist will be sought with parental permission. Children who have any form of special educational need will be treated without prejudice.

Record Keeping

Where the behaviour of a child is a significant cause for concern, or their emotional and social needs require significant additional support, that child should be registered for SEND and the child's parents should be made aware of all concerns and their child's needs. School will record the steps taken to meet the pupil's individual needs, along with the outcomes of consultation with parents, thus:

- A Positive Behaviour Plan will be written in collaboration with parents and signed by the class teacher, parent and pupil. A copy of this will also be stored on CPoms. All staff members will be directed to read the document to ensure consistency in approach. All staff members will be directed to read the document to ensure consistency in approach.
- Records of school and external provision will be entered on the child's individual provision map.
- CPoms should be used to record specific incidents. They needn't be lengthy but should cover such elements. They should not include personal feelings.
- Records of consultations had with parents, updates on progress and specific incidents will be recorded on CPoms.

Screening and Searching

The following items are banned from the school site. If found, items will be confiscated, and a sanction may incur; Police may be informed as well. Teachers have the legal right to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

- Any medicine which has not been prescribed to the student.
- Tobacco, alcohol, illegal drugs, substances or items which may be harmful or detrimental to good order.
- Weapons (knives, firearms (including replicas) or any other item which is intended to be used as a weapon)
- Stolen items
- Pornography

Students suspected of bringing a banned item onto the school site will be searched or screened which staff are empowered to do. If a student refuses to be screened or searched for banned items, they will be refused entry on to the school site which the school has the legal right to do is not classed as an exclusion but an unauthorised absence.

Use of reasonable force

The term 'reasonable force' can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. All members of school staff have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or causing disorder.

Physical Environment

The physical environment of our school has a direct effect on pupils' behaviour. Our classrooms are bright and inviting and the building is maintained to the high standards. Our Health & Safety coordinator and R.E.F. governors make regular checks on the standards of Health & Safety throughout the school building and the surrounding grounds. We recognise the importance of the outside environment and make every attempt to improve the recreational facilities. Our Health & Safety policy recognises the need for careful supervision of pupils by duty staff at all times though the school day. The use of skipping ropes and ball games is encouraged to divert children away from overly physical play and to encourage good sportsmanship, cooperation and responsibility. These privileges can also act as sanctions where required.

Monitoring

Monitoring the behaviour of the children at SPS is the responsibility of all that work within it. Each teacher is responsible for monitoring the behaviour of their class and all of the children in and around school and will act immediately if undesirable behaviour is witnessed. Midday supervisors are responsible for monitoring the behaviour of pupils in their care over the lunchtime period and for maintaining an informative dialogue with staff.

In line with cooperative approach to managing behaviour with parents, we expect our parents to inform us of any changes in family circumstances which may give rise to uncharacteristic behaviour.

Formal monitoring of the Good Behaviour Policy will take place at regular intervals and at least once a year through the analysis of CPOMS and other data. We ask parents and carers for their thoughts and concerns as least once a year. The standards of behaviours in and around school will be raised as an agenda item for all school teams as necessary.

Problems outside of school

School have no control over pupil conduct outside of school. However, should any external incident have implications in school, it will be investigated and steps will always be taken to safeguard our children. For example, children are not allowed to use mobile phones on the school site. If an incident occurs on social media that causes distress or disruption to a child in school, then school will support families in addressing it and act appropriately which may include contact other parents/ carers and even the police.

Police

S.P.S. will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, S.P.S. will inform the police of any intelligence which may support the police in preventing or tackling criminal activity. A child and their family have the right to contact the police if they feel that a criminal offence has been committed.

Appendices

Roles and Responsibilities

We ask that everyone involved in the care of our children at school supports our Home School Agreement. In addition, our staff strive to

- meet & greet, show 'deliberate botheredness' and build emotional currency.
- Model and teach the 5Rs that you want to see.
- Relentless and consistent rituals and routines on manners, uniform, lining up and moving around school.
- Catch them being good, reward and reinforce the behaviour.
- Relentless work on building mutual; trust, refuse to give up, follow up every time, retain ownership and share reflective dialogue.

Expectations for Learning

POSITIVE ROLE MODEL

- Welcome children into class.
- Enthusiastic about working with the children and the content and context of the lesson.
- Will discuss how successful learners deal with frustrations in a calm atmosphere.
- Will consider spiritual/ moral/ social/ cultural issues and how developing the big picture allows them to think outside of the box.
- Use please/ thankyou a lot and expect children to do the same.

GIVE ACHIEVEMENT & PRAISE

- Praise achievement and award with care explaining why acknowledgement is justified.

START EACH SESSION WITH A CLEAN SLATE

BE CONSISTENT

- It is vital that all children know what is predictable, reliable and consistent.
- Offer clear instructions and should it be appropriate apply the stated sanctions.
- Avoid pitying a child. In order to become self-managing, child needs to learn to accept responsibility for their behaviour. Protecting children from the consequences of their behaviour means that we assume responsibility and the child has no opportunity to learn from the situation.
- State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions eg 'Why are you talking?' rather 'I've asked you not to talk.' (no argument or debate on rightness of a consequence.) Ensure that children know it is your priority to maintain the rhythm and pace of the lesson for the benefit of all.

STAY CALM

- Speak quietly but firmly and act rather than react. The misbehaviour needs to stay as private as possible. Refuse to chase and seek support where required.
- Show that children's engagement, inclusion and success is important to you, and you want them to make sensible choices

KEY REFLECTIONS

- Have I planned the lesson appropriately?
- Am I praising those who behave?

- Is work challenging and exciting to engage?
- Are resources appropriate and readily available?
- Is pace maintained?
- Have I greeted the children & made high expectations clear?
- Is seating plan optimum?
- Do I have full control of the class- entry/ during/ at dispersal?

DEALING WITH CONFLICT

In order to help children manage relationships, we would actively intervene in situations where conflict is a possible outcome. In order to manage such behaviour and avoid necessary sanctions for children the following is useful:

- Step in calmly
- Physically protect any children who might get hurt.
- Remove any contentious objects (eg football)
- If practical move the child away to a quiet space
- Briefly remind the children about expectations
- Model good communication by talking calmly, asking simple questions and listen carefully.
- Let each child have a turn to speak to piece together events, this may need to be a social story.
- Acknowledge everyone's point of view and feelings.
- Don't apportion blame or take sides.
- Once you feel that you have got to the bottom of the incident, briefly summarise and check that you have agreement.
- Ask for ideas how to resolve the situation. Explore all of the ideas (even impractical ones) and agree on a solution.
- Praise children for resolving the situation.

When dealing with conflict, all staff should still expect children to address them in an appropriate tone. Failure to do so should be managed in exactly the same way as any undesirable behaviour.



HOME SCHOOL AGREEMENT: 5R's 2023



<i>Child</i>	<i>Parent/ Carer</i>	<i>School</i>
READY		
<ul style="list-style-type: none">• Come to school in full uniform, properly equipped on time every day.• Be prepared!	<ul style="list-style-type: none">• Ensure that children have appropriate uniform (especially black shoes)• Support children to be ready and increasingly independent.• Read Friday Flyer weekly and check my child's year group website page	<ul style="list-style-type: none">• Promote 97%+ attendance and 100% punctuality and support families.• Provide the best environments for learning.
RESPONSIBLE		
<ul style="list-style-type: none">• Take care of my possessions and all equipment.• Be reliable and honest.• Read at home at least 5x week, in a calm reading routine• Do homework to best of my ability.• Tell a member of staff if anyone makes me feel uncomfortable.• Keep myself safe online and ask a member of staff if I need help.	<ul style="list-style-type: none">• Promote positive relationships with school and wider community.• Ensure that children arrive in school daily on time.• Avoid term time absence.• Please keep us informed of any change of contact information.• In event of absence please notify us right away.• Attend Open Evenings either in person or remotely.	<ul style="list-style-type: none">• Fully commit to safeguarding procedures• Provide a curriculum which prepares children for future life• Listen to your children and speak to you about any issues• Provide a curriculum that meets with children' wellbeing and academic needs.
REFLECTIVE		
<ul style="list-style-type: none">• Work hard to progress and grow as a responsible young person, as well as, as a learner• Share my worries and trust staff to help me sort them out.	<ul style="list-style-type: none">• Encourage children to be reflective.• Share any concerns right away as well as any changes that might impact on my child's wellbeing or learning.	<ul style="list-style-type: none">• Allow children opportunities to talk about their learning, recognising strengths, how they learn and what they need to improve.• Communicate and celebrate progress and attainment news as well as areas to improve.• Work with families to resolve concerns.
RESILIENT		
<ul style="list-style-type: none">• Set up a homework routine and commit to it.• If I get something wrong- which everyone does! Try again and learn from it.• Ask for help if I need it	<ul style="list-style-type: none">• Support my child with a homework routine that will encourage them throughout their education.• Encourage children to be resilient and show that mistakes can be a positive learning opportunity for everyone.	<ul style="list-style-type: none">• Promote routine and effective learning practices that can be used at home.• Plan and deliver work which allows the children to be challenged, fail, learn and move forwards to develop resilience
RESPECTFUL		
<ul style="list-style-type: none">• Use good manners.• Be kind and fair.	<ul style="list-style-type: none">• Support my child to follow the 5R's.• Be positive and communicate any concerns. Not to make comments that may upset or offend members of the school community.• MOBILE PHONES Only use mobile phone on site with explicit permission Keep images taken at school private	<ul style="list-style-type: none">• Respect and promote the 5R's.• Offer a warm welcome to everyone on site• Keep families informed of news in a timely way.• Consistently promote respect
<i>I have read and understood the Home school agreement I will support the partnership between children, families and school</i>		
Child's signature:	Parent/ Carer's signature:	School signature: