

Behaviour Policy

Sheriffhales Primary School



Reviewed Feb 2021, Sarah Hodgson
Review due Feb 2023

At Sheriffhales Primary School we are committed to ensuring that the children in our care learn in a happy, secure and safe environment where mutual respect and understanding is fostered and developed in every lesson and throughout the school day. We believe that everyone in the school community should encourage and reward respectful and considerate behaviour. We wish to develop positive working relationships with parents and carers, encouraging all adults to take responsibility for promoting positive and appropriate behaviour.

This policy has been written with the involvement of all staff, a representative group of parents, governors and children. It plays a part in our safeguarding strategy.

What are the aims of the policy?

- To develop a framework within which personal initiative, morality, responsibility and sound relationships can flourish
- To develop an ethos of mutual respect and understanding.
- To hold high expectations of all children
- To foster an atmosphere of mutual support
- To create a happy, secure and safe environment for all children

What are we asking children to learn and demonstrate?

- *To be confident*
- *To be kind*
- *To be fair to others*
- *To show self-control*
- *To take pride in achievements and school*
- *To take care of the environment*
- *To be tolerant of other's needs and culture*
- *To not be prejudiced*
- *To respond appropriately to bullying or abuse*

How will school adults help children to achieve this?

All staff:

- will treat all children equally, irrespective of gender race or religion
- play an active part in building up a sense of community and will apply consistently the agreed standards of behaviour

- have a responsibility to model the type of behaviour felt to be acceptable
- will be alert to signs of bullying and racial harassment and will deal firmly with it and will alert other staff to such problems
- will deal sensitively with children in distress, will listen to them and deal with any incident appropriately
- will support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties

How do we expect parents and carers to support us?

At Sherifhales, parents play a vital role in promoting good behaviour in school and so effective home/school liaison is very important.

Please let us know if you feel a family illness, event or trauma may affect your children's behaviour.

How will we reward good behaviour?

We will reward positive behaviour through a range of age appropriate strategies, for example:

- Praise - actively looking for positive behaviour.
- Give responsibilities in class or school.
- Class rewards: golden time, extra play, stickers, table awards, certificates....
- Dojos
- Sherifhales Shekels – see appendix.
- Sharing work with others, including Headteacher.
- Sharing good work or behaviour in celebration assemblies.
- EYFS children will have a sticker charts to collect for a certificate.
- KS1 children will have a simplified sticker book, resulting in bronze, silver and gold awards.
- A variety of Star Pupils - awarded weekly by the class teacher. The children's names go in the weekly news letter and their name is displayed on the Star Pupil award board in the main entrance for the term.
- We listen to new ideas and suggestions from the children when considering occasional or special rewards
- Sports awards
- Sports day will also be organised in a manner that enables team points to be won.

What is unacceptable or inappropriate behaviour?

- disobedience
- biting, spitting, hitting and kicking
- foul language, inappropriate sign language and swearing
- making unkind remarks
- damaging property
- answering back, rudeness or aggression to adult
- stealing
- truancy
- racist or sexist comments, gangs and bullying
- hindering other children and not getting on with their own work

What sanctions will we use if we see inappropriate behaviour in school?

The vast majority of children respond very quickly to a firm, quiet word from a member of staff. However, if this fails, our policy is as follows:

- Step one: Children will be told why the behaviour is inappropriate and reminded of the consequences.
- Step two: suspension or removal of Dojos, where specific to the offence
- Step three: Time out will be given within own class – **10 mins maximum**
- Step four: Time out in another class – **10 mins maximum**. (If going to another class the child will be accompanied and a reason, by note, will be given to the receiving teacher.)
- Step five: children will be referred to a senior member of staff and may have further free time removed proportionately.

We expect that

- At the end of the time out the child will apologise to the teacher and any other child/adult, as necessary.
- Children who misbehave and do not complete their work will stay in class until it is finished to the satisfaction of the teacher.

What sanctions will we use if we see inappropriate behaviour in the playground?

- Step one: children will be told to calm down and play co-operatively
- Step two: children will be told to stand against the wall or fence.
- Step three: children will be sent in to the head's office, supervised classroom or staffroom.

Persistent misbehaviour will result in children missing consecutive playtimes in order to consider their behaviour.

What happens when inappropriate behaviour is persistent, either in school or on the playground?

- Parents will be informed and invited in to meet with staff
- Headteacher will be informed and may meet with parents/carers and child
- A supportive strategy will be negotiated between school and home, for example a home/school link book
- Exclusion from visits sporting events etc may be negotiated
- Lunchtime exclusion may be negotiated
- External agency support may be relevant
- Exclusion from school (fixed term or permanent).

What role do the Governors play?

- The Governors are responsible for approving the behaviour Policy and reviewing its effectiveness
- The Governors will support the Headteacher in applying this policy.

What role does the Headteacher play?

- The Headteacher's role is to apply and monitor day-to-day behaviour policy and practice.
- The Headteacher will consult the Governors for their views and opinions, regarding matters of school behaviour and discipline.
- The Headteacher's actions and decisions will take into account the Governor's contributions and directions.

What do our Children say about the Behaviour Policy?

- The School Council and staff met to discuss this policy
- They agreed with the principles and practice of the behaviour policy and thought it was an appropriate replacement for the previous policy.
- "We liked the way the new policy concentrated on positive behaviour."
- "We think the sanctions are realistic, clear and fair."

What is exclusion?

- Exclusion of a pupil will only occur as a last resort when all efforts have been made by the school involving the child and his/her parents in an effort to improve the child's behaviour.
- Exclusion may be either permanent or fixed term. Fixed term exclusion will be at the discretion of the head teacher.
- This may take the form of fixed term lunchtime exclusion, requiring the removal of the child from the premises during lunchtime (12 noon – 1:00pm) and will be for a specified number of sessions.
- Fixed term exclusion may also take the form of exclusion from school for a fixed number of days.
- Parents are informed of these decisions as necessary, in writing and will be given twenty-four hours notice.
- Permanent exclusion will only be made if in the opinion of the head teacher, after consultation with School's Governing Body, allowing the child to remain in the school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school.
- Parents will be informed at all stages and will have the opportunity to discuss arrangements and decisions.

In conclusion, we believe that, given a secure, supportive and happy environment, with plenty of active learning opportunities ALL children can demonstrate their best behaviour.....and if they 'slip', every day is a fresh start.

House Points

Our House teams are Cinnabar (red), Brimstone (yellow), Adonis (blue) and Peacock (green). The names are all Shropshire butterflies or moths.

Every class must have a Dojo page, the children's avatars must be the correlating colour to their house team.

Categories for points can be adapted as teachers wish. Totals must be sent to the Y6 teacher by Thursday night so that a Y6 pupil can calculate the scores for the Friday Assembly announcement.

Sheriffhales Shekels

As the name implies, these are little furry currency. Green is for good behaviour linked to the environment, yellow for kindness and helpfulness to others (including good behaviour for dinner staff etc.) and purple is for great collective / team behaviour – Sheriffhales Striding (walking smartly and in an orderly way), sitting appropriately in large groups, listening and responding well to visitors, working well in a group without an adult – ambassador / representative type conduct.

The pupil is given a Shekel and these are recorded – either by pupils on a chart or ind log, or by the teacher, then the shekels go to the colour coded jars in the entrance area.

Shekels can be traded / converted to house points or individual certificates.

Spent shekels are to be deducted.

20 shekels = a certificate

1 shekel = 3 house points / dojos

Any amount of shekels over 25, either won by an individual or put together by a group of friends can be traded for investment with the head teacher. Eg: 30 shekels might be traded for 10 packets of sponge mix to hold a cake sale, or 25 shekels may earn the loan of a large box of nail varnishes to do a nail bar fundraiser, 30 shekels might be traded for seeds or seedlings to be planted and sold on. These amounts are not set and a good sales pitch or negotiating skills will result in a better deal. All profit must be split 50 / 50 to school fund and a charity or cause of the pupils' choice.

Time Out

This must not be longer than 10 mins. All pupils sent to another teacher must be taken by another pupil who will bear a note with a BRIEF explanation. Please use time out with other teachers sparingly – it is an interruption to their lesson, it can serve to undermine your authority, we are short on space and seating in all classes, it ceases to be a sanction when there are lovely / funny / entertaining

things happening in other classes. Please remember that some children may also see it as kudos gaining.