	<b>Selside CE Primary School - Behaviour policy</b>			
	Approval responsibility	Head teacher	Date of review:	Sep 2018
	Review period:	Annual	Next review date:	Sep 2019



# Behaviour policy summary

(For full details please refer to Selside Behaviour policy)

## RATIONALE

At Selside C E Primary School we want to promote the education of all pupils and provide a learning environment which supports individual academic and developmental needs. We aim to provide a positive environment where everyone feels loved, safe and valued and where children are encouraged to give of their best and are stimulated to reach their full potential.

As a church school all pupils are valued and cared for as individual and unique, leading to an ethos which celebrates diversity of cultural experience, interest and achievement. Our core Christian values which were chosen by pupils, parents, staff and governors, underpin the work of the school. They are:

**Kindness & friendship   Trust   Honesty   Independence   Respect & responsibility**


Irrespective of gender, ability, ethnicity and social circumstance, all pupils have access to the curriculum and our school community. The school encourages everyone to contribute towards school life and to exercise responsibilities. A positive attitude is encouraged at every level.

## AIMS

- To promote positive behaviour, independence and self -discipline throughout the school
- To provide clear boundaries for acceptable behaviour to ensure the physical and emotional safety of all
- To encourage respect for all people, and prevent all forms of bullying
- To create a happy, safe, secure, and purposeful environment so that all children can learn, and develop their talents
- To promote emotional resilience, social competence and quality thinking in all activities in school
- To offer a wide range of learning experiences, recognizing the variety of learning styles and to balance the need of the individual with the whole group
- To encourage co-operation throughout all school activities
- To allow teachers to teach and children to learn

## SPIRITUAL, MORAL AND SOCIAL DEVELOPMENT

The school creates a caring, co-operative ethos through personal and social education, and cross curricular themes. Social skills are taught in a conscious and

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systematic way, drawing on incidents in daily life. We actively re-enforce positive behaviour whenever we identify an opportunity.

There is an expectation that all adults in our school act as role models to pupils and each other at all times reflecting the Christian values of love and forgiveness.

The teaching of socially acceptable behaviour and moral development is very much a partnership between home and school. Parents are encouraged to involve themselves and play a part in the moral and behavioural teaching of their children.

All staff, parents and pupils are required to subscribe to our Home/School Agreement and Code of Conduct. As a small school with a distinct family feel, our older children take a lead in modelling caring behaviour and helping the younger children. Our mixed age activities, Sports leaders and Collective worship partners all contribute to this as well as the more informal looking out for each other.

### **CODE OF CONDUCT**

An awareness of the need for self-discipline and self-esteem benefits the school as a whole. The level of self-discipline expected of any individual varies depending on the age and development of the children.

High standards of behaviour, dress and language are requirements of all adults working or helping out in our school. We cannot expect high standards of pupils if we do not display high standard and expectations of ourselves.

At every level, the benefits of good behaviour are encouraged and praised. Pupils are rewarded for exhibiting good behaviour.


Simultaneously anti-social behaviour is actively discouraged. Sanctions are imposed by the teacher, involving the pupil's parents if this becomes necessary, either because of the frequency or severity of the behaviour. The ultimate sanction available is the exclusion of the pupil concerned.

Our Christian ethos reflects the values which matter within the school and fundamental to this are the relationship we have one to another within the school community. These are constantly referred to not just through our Collective Worship gatherings but also through PSHE, cross-curricular work and when dealing with issues in class or school. Classes develop their own class charters at the beginning of each school year and these are constantly referred to along with our values when dealing with any incidents or issues in the class. We have 5 core values of kindness & friendship, trust, honesty, independence and respect & responsibility

. The children are also taught about fundamental British values. Similarly these are the starting point for discussing any more serious behaviour incidents if a pupil is referred to the Head teacher.

### **Supporting Pupils' Positive Behaviour**

• *Above all else, we, as adults are all responsible for modelling respectful, considerate and caring behaviour at all times. This is the primary way in which we support pupils' positive behaviour.*

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- Delivery of S.E.A.L. scheme of work coupled with collective worship and R.E. lessons to re-enforce positive self-image and behaviour
- We operate a “traffic lights” system to manage incidents of low level disruption and misbehaviour. This system can be tailored to suit the needs of individual children and can be adapted to also suit SEN pupils so that there is a consistency of approach. All classes have the traffic light expectations on display.
- Constant praise for positive behaviour
- House points
- Consistently high expectations from all staff
- School Council, Pupil Parliament and giving pupils a sense of community, independence and shared responsibility
- Where necessary, involving other agencies to support the family in positive parenting/ behaviour management
- Positive and early intervention through a range of groups such as Time to Talk, Social Skills and Socially Speaking
- We are a ‘Kid-safe’ registered school. We deliver programmes on keeping safe, including bullying and cyber-bullying. Each year we use National ‘Anti-bullying week’ to reinforce key messages that prevent bullying.

### **Treat other people as you would like to be treated**


(Luke Chapter 6 verse 31)

### **REWARDS**

1. Teachers look to praise pupils for good behaviour and good work as the most effective way of achieving good behaviour and promoting hard work
2. Pupils may be asked to show work to another member of staff for extra praise
3. House points are awarded for particular effort or achievement and the team point are added up and announced each week in Praise assembly.
4. ‘Star of the week’ is awarded in the Friday achievement assembly and children are also encouraged to bring in certificates and medals earned out of school.
6. Those pupils who manage to stay on green traffic light all week are rewarded with an additional “Golden Playtime” on Friday morning.

### **BEHAVIOUR CONSEQUENCES AND STEPS**

1. Teacher warns pupil about inappropriate behaviour.
2. Pupil is warned that if behaviour continues they will be moved to amber traffic light.
3. Pupil moved to amber traffic light.
4. Continued misbehaviour – Pupil is warned that if behaviour continues they will move to red traffic light
5. Continued misbehaviour – Pupil moved to red traffic light and Yellow warning slip issued.
6. Continued misbehaviour – 2nd Yellow slip issued. (Pupil misses privileges.)
7. Continued misbehaviour – 3rd Yellow Slip issued during half a term and parents

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are contacted

8. Continued misbehaviour – isolation from class for up to 3 days

9. Continued misbehaviour – Exclusion from school for fixed period.

If a case of bullying or other serious misbehaviour, the Headteacher may immediately isolate or exclude a pupil.

## **SPECIAL EDUCATIONAL NEEDS**

Some children have special educational needs that impact on their behaviour. In addition to all the strategies listed above, these children may need additional support in the form of an individual behaviour management plan, support in class and sometimes involvement of external agencies. We have available the support of an educational psychologist, counsellor and specialist teachers for Autism and emotional and Behaviour difficulties.

We have staff who are “Team Teach” trained and we use the Team Teach philosophy and approach when dealing with challenging behaviour and when de-escalating potentially challenging situations.

## **MONITORING:**

All staff are responsible for monitoring behaviour within and beyond their classroom. The head and governors through the Pastoral and Community committee will formally monitor behaviour issues termly.

## **ISOLATION**

Where a child persistently misbehaves or bullies other pupils they may be removed from the rest of the school community for a fixed period. During a period of isolation the pupil will work alone under supervision within school. They will eat lunch and take breaks at different times to the other children but will still receive their statutory entitlements.

Signed (chair of Governors)..... Date.....