Standlake CE Primary School

BEHAVIOUR POLICY

This policy was agreed by governors on:
Date:
To be reviewed:
Signed by Chair of Governors:
Signed by Headteacher:

Standlake CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach pupils self-discipline and not blind compliance, thinking about the consequences of their actions on themselves and others. Through the consistent use of the behaviour policy our school's vision will be shared and demonstrated.

School Vision

We are a community where every member is a light in the world-full of unique gifts, potential and purpose. We are committed to nurturing an environment where everyone is encouraged to shine brightly in who they are and what they do.

Light of the World Matthew 5 14-16

You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead, they put it on a stand, and it gives light to everyone's house. In the same way, let your light shine before others, that they may see your good deeds and glorify your father in heaven.

Through our Shine curriculum, we aim high for all, offering both challenge and support so that every child can grow in confidence, character and capability. We believe that by recognizing and nurturing each child's individual strengths, they can achieve their full potential-academically, socially and spiritually.

We enable children to understand their place in the world, who they are and how they can serve others. We actively create opportunities for service to others, helping children understand the value of compassion, kindness, support and friendship-just as Jesus taught.

Our wider curriculum is designed to develop responsible and inclusive global citizens. We help children understand the wider world and their place in it, encouraging them to embrace difference, celebrate diversity, and act justly and wisely.

Together, we seek to be a school family where every light is seen, every voice is heard and every individual matters.

Our school vision underpins our behaviour policy ensuring Standlake CE Primary School is a place where everyone can shine.

Principles

Our principles are the propositions that serve as the foundation for developing positive attitudes to learning and effective behaviour for learning at Standlake CE Primary School.

1. Consistent, calm adult behaviour - behaviour is driven by experience, so adults will model in all aspects of their work in a calm and consistent conduct.
2. First attention to best conduct- praise and recognition will be individual and personalized. These moments will reinforce our vision and develop our school culture.
3. Explicit Routines - adults will systematically teach essential routines that children need to learn so that they become habitual and establish the Standlake Standards.
4. Scripting interventions - we will have a clear set of rules and when conduct falls short of our high expectations we will intervene with known and rehearsed communication to get back on track.
5. Restorative follow up - post intervention we will restore relationships through conversation and re- establish expectations to maintain rapport. This conversation will link to Zones of Regulation.
6. There will also an opportunity for children to reflect on their behaviour using the phrase "I wonder what would have happened if…." This is to allow for opportunities for spirituality by encouraging the children to think insightfully about their roles and responsibilities and the impact their behaviour choices have on others.

Rules

All members of our community work within the school rules: Ready. Respectful. Safe.

> **Ready**- we come to school ready to learn with all the equipment we need.
> **Respectful**- all members of our school community show respect for one another at all times, through what they say and through their actions.
> **Safe**- our behaviour allows others to feel safe and remain safe.

These rules will be displayed in all classrooms and shared areas around the school (see appendix 1) and will be referred to regularly by all staff to reinforce expectations for behaviour.

Praise, Reward, Recognition

In building the culture of the school we will give first attention to best conduct. This affirms the meeting of expectation and builds a positive atmosphere. Adults will be explicit and expectant in the behaviour for learning that is needed at school. Children will be rewarded/praised for consistently good behaviour and we will use praise in line with our rules and our expectations.

Rewards can include:

- Verbal praise
- Sending home 'Good News' slips (appendix 2)
- Headteacher Awards
- Shine Awards (for effort or excellent manners/kindness)
- House points awarded for individual effort through Class Dojo
- Showing work to another teacher or a member of the Senior Leadership Team- if children have shown particular effort with a piece of work, they will be invited to show it to another member of staff to 'show it off.'

House point system

House points will be collected using Class Dojo and tallied up each week. Each half term the house with the winning total of house points will have a reward as a team.

Individuals will be rewarded for the number of Dojos they achieve.

50 Dojos = Bronze Certificate

100 Dojos= Silver certificate

200 Dojos= Gold certificate

300 Dojos= Platinum certificate

400 Dojos= Shining Star badge

Managing Behaviour

When behaviour falls below expectations, we use a systematised approach to intervene and encourage positive behaviour. In all situations the adult takes responsibility for the situation and resolution.

Managing Behaviour with Inclusion

Firstly, a child will be reminded of the expectations. A warning will then be given. A child will then have time out. The last resort is to remove the child from the situation to another place with work. On the very rare occasion that a child's behaviour is a significant breach of the school's policy then a member of the senior leadership team will take responsibility for the situation.

Sanctions

Appendix 3 outlines suggested sanctions for behaviour which has been categorised into levels 1-5 (5 being the most serious). Staff should use their professional judgement and the context of the incident to decide on appropriate sanctions.

There will be times when behaviour falls below our expectations. In these situations, the member of staff who first noticed/dealt with the behaviour will ensure they see it through to a conclusion, imposing sanctions and supporting the child to restore relationships with those they have affected. If the behaviour is level 4 or 5, a member of SLT will be informed and if needed, support the adult who is dealing with the incident.

Poor behaviour will be dealt with using the following system to encourage the child to improve their behaviour:

Suggested sanctions for behaviours are outlined in the 'Sanctions for Behaviour Not Meeting Our Expectations' document (see appendix 3)

Time Out

The child will have a short period of time out away from the situation. This time is for reflection, cooling off and preparing to come back to class. This may happen within the classroom in a designated space or in another classroom if necessary for practical reasons. The time out is the consequence. Although any lost learning time can be made up at the teacher's discretion. The adult will lead a restorative conversation with the child linking to Zones of Regulation and allowing the child to think about ways to put right what has gone wrong and what they would do next time.

Removal

The child will be removed to an alternative learning space if necessary, with the assistance of a member of SLT. The removal is the consequence and the adult will take responsibility for the restorative conversation when the child returns. Normally this would take place during social time. The adult will inform the parents of the situation and resolution. Afterwards the incident will be recorded via CPOMS by the adults involved.

- Reflection forms are in appendix 4

Zones of Regulation

Standlake CE Primary School uses Zones of Regulation to help children understand, recognise and moderate their emotional responses. This compliments our behaviour policy. This is a whole school approach to help children manage their emotional literacy so that they can understand their level of alertness for learning. Individuals are impacted by different things and thus have different responses. Our task is to help individuals to regulate themselves into the 4 optimal zones:

Blue zone: emotions in this zone are sad, tired, sick or bored
Green zone: optimal zone Emotions in this zone are happy, calm, feeling okay, focused, ready to learn.

Yellow zone: heightened stage of alertness. Emotions in this zone are frustrated, worried, silly, excited and loss of some control.

Red zone: intense and extreme emotions are displayed in this zone e.g. mad, angry, terrified, elated, out of control.

Moving Around School.

Children will walk quietly around buildings and site, for example when coming and going to the hall for PE, collective worship and all other activities. Children are expected to enter and leave the assembly hall in silence. Staff are expected to be quiet in assembly too as a role model of good behaviour. Children will be expected, out of respect, to hold doors open/stand aside for others wanting to come through. At the end of each playtime children are expected to line up silently (listening to music to calm them) and walk silently to their classrooms to start learning. It is an expectation that the class teacher or teaching assistant models and monitors this process.

Play Time and Lunch Time Behaviour.

The same high expectations for behaviour apply to play times and lunch times. It is the job of all staff on duty to maintain these high expectations and to deal with any incidents which may arise, following the behaviour policy.

It is expected that:

- all staff on duty will be out on time with a whistle and will ensure the music player, behaviour book and yellow bands are brought outside.
- all staff on duty will stand in designated areas of the playground/field and will be vigilant in observing children's play to ensure it is not too rough.
- any children who play too roughly will have five minutes time out on the bench and this will be recorded in the behaviour book. If the child's name appears three times within a half term in the behaviour book a sanction will be given.
- children who need to go to the toilet will ask for a yellow band and staff will monitor this carefully.
- all staff will preempt poor behaviour and intervene in a timely way to ensure children are reminded of the expectations for behaviour, redirected and supported in maintaining their behaviour.
- praise and Dojos or a Good News slip home will be given to children who behave well, show kindness to others and are helpful.
- if behaviour at playtimes fall short of expectations, the sanctions outlined in the behaviour policy (appendix 3) will be followed. The member of staff who observes the poor behaviour will deal with it and issue the sanction. Procedures will be followed to record the incident when necessary and to inform the class teacher or SLT (level 4 and 5) in line with the sanctions document.

- staff on duty will hand over any concerns or incidents which happened at play time or lunch time so class teachers/ TA's or whoever is teaching them next can monitor the situation and give support where needed.

End of Play Time and Lunch Time

- First bell-children tidy away equipment and walk calmly to the playground.
- Second bell- children walk calmly and quietly to their line while calming music is played. They should line up silently.
- Teachers will be ready to take children in straight away ensuring children walk in quietly and calmly. Teachers will also walk in quietly, modelling the expectations.

In the Dining Hall

To continue behaviour expectations during lunch time, Nursery and reception will come into the lunch hall at 11.45am after washing their hands and take their coats off. They will then eat their lunch with support from staff. Y1 and 2 will come straight into the hall at 12.00pm and eat their lunch after washing their hands. The person on duty will regulate the flow of children coming into the hall to get their lunch so that children do not have to wait very long in a queue. The person on duty in the hall will communicate via walkie talkie with the adult outside that the next group can come into the hall. Teachers will split their classes into group 1 and group 2 for coming into the lunch hall. Year 6 line leaders will take each group, when called by the person on duty to wash their hands and get their water bottles and packed lunches. Children are expected to wait quietly and say please and thank you to the staff and their peers.

Drinks will be poured by Year 6 lunch time helpers. The helpers and lunch time staff will monitor how much children on their table eat and encourage them to eat their lunch if needed. They will also help them with cutting up food or any other problems which occur. Children must put up their hand to ask their table helper if they can eat their pudding and leave the hall at the appropriate time.

When coming in for lunch children shall:

- Go to the toilet and wash hands using the Y1/2 toilets
- Collect their lunchboxes/school lunch
- Take their coat and hats off and sit on them.
- Sit on their bottom and put their hand up if they need help.
- Use a knife and fork to eat their food.
- Children will be expected to talk in an inside voice whilst talking to their friends on their table.
- Carry out good table manners e.g. not talking with their mouth full or overfilling their mouths.

- When the children have finished, they must tidy their tray away/put their lunchbox back on the trolley and walk out to play.

Five minutes before the end of lunch time the bell will ring. Children should then help to tidy away equipment. Play leaders will play a key role in encouraging other children to help to tidy up.

Anti-Bullying

Standlake CE Primary School's vision is 'Let Your Light Shine'. For children to shine, they must feel safe at school. Standlake CE Primary School is determined that all pupils should feel safe at school. A key feature of this is the strong stance taken against all forms of bullying.

Definition

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend. Bullying is mean and results in worry, fear, pain and distress to the victims.

Types of Bullying

Physical Bullying: hitting, kicking, tripping, pinching and pushing or damaging property.

Verbal bullying: name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.

Social bullying: sometimes referred to as covert bullying. It is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and / or cause humiliation.
Social bullying can include:

- lying and spreading rumours
- negative facial or physical gestures, menacing or contemptuous looks
- playing nasty jokes to embarrass and humiliate
- mimicking unkindly
- encouraging others to social exclude someone
- damaging someone's social reputation or social acceptance.

Cyber bullying: intentional and repeated harm inflicted through the use of computers, phones, and other electronic devices.
Cyber bullying can be overt or covert bullying behaviours using digital technologies including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying.

Cyber bullying can include:

- abusive or hurtful texts, emails or posts, images or videos
- deliberately excluding others online
- nasty gossip or rumours
- imitating others online or using their log-in.

Signs that a child may be a victim of bullying

While the below may be signs of bullying it must be recognised that they also can be signs of other worries including abuse.

• Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes or schoolwork, loss of appetite, stomach aches, headaches, soiling / bedwetting

• Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high levels of anxiety, mood swings, tearfulness for no other apparent reason, lack of confidence, headaches and stomach aches, signs of depression

• Behavioural: asking to be escorted to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, "losing" more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Anti-bullying Strategies used at Standlake CE Primary School:

- Ensure that the school leadership promotes an open and honest anti-bullying ethos with our school values at the core of what we do.
- Use of curriculum opportunities to discuss diversity and draw out anti-bullying messages particularly in Jigsaw PSHCE lessons.
- Use of opportunities such as assemblies and national Anti-Bullying week in November to raise awareness of the negative consequences of bullying and the responsibilities of bystanders.
- Regularly reviewing the effectiveness of staff supervision patterns and making adjustments as required.
- The appointment of Y 6 children as play leaders to engage the younger children in purposeful play.
- Provision of information to parents about how to keep their children safe online including an awareness of cyber bullying.
- All school staff are role models in the way they treat others.
- All forms of stereotyping or discriminatory language are challenged.
- Difference is actively celebrated within the school.
- Children, parents/carers/ staff know how to report incidents of bullying and know they will be listened to and appropriate action taken.

- If children cannot tell an adult they can write their worry down and place it in the worry box in their classroom which will then be dealt with appropriately by the class teacher.
- Behaviour is carefully monitored by all staff and if there are any concerns about bullying they are discussed quickly with the class teacher and SLT.

Responses

The school handles issues of bullying sensitively and follows these guidelines:

The child being bullied:

1. Is taken seriously and believed
2. Is supported in their struggle to cope
3. Has ownership of the situation
4. Is helped, if necessary, to put it in perspective
5. Will have someone trusted to talk to
6. Sees the situation monitored
7. Sees that justice is done

The perpetrator:

1. Has to face up to the fact that they are bullying
2. Receives appropriate punishment
3. As needed, will get counselling by a trusted adult
4. Is supported in their effort to reform
5. Has their behaviour monitored
6. Has a positive new start once sanctions have ended

Incidents of bullying are monitored by class teachers through their behaviour book, where records are kept of such incidents. SLT are informed of any incidents of bullying and monitor the situation carefully through discussions with staff, child and parents. Records on CPOMS will highlight any patterns in behaviour to allow the correct support to be in place. The Headteacher reports on these, three times a year, to the Governing Body.

Parents

Parents who suspect that their child might be bullied or who suspect that their child might be a perpetrator of bullying should contact their child's class teacher immediately.

- Parents have a responsibility to support the school's behaviour policy.

• If parents have concerns about how the school has dealt with bullying incidents, they should contact the Head teacher. The procedure followed will be that laid out in the school policy for Responding to Parental Concerns

Managing Behaviour with Suspension

A significant breach or persistent breaches of the school's behaviour policy is when the education and/or well-being of a child or others would be harmed by allowing the child to remain in the school. For a significant breach or persistent breaches, the Head teacher will consider a fixed period of suspension. EPA guidelines for suspension will be followed. Usually following a fixed term suspension, a Pastoral Support Plan would be drawn up. Outside agencies are normally involved. The Headteacher refers behaviour to the Governing Body for the consideration of permanent exclusion or transfer to an alternative school.

The Power to Discipline Beyond the School Gate

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. All non-criminal behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to school, should be brought to the attention of the school leaders. The school may discipline a child when taking part in any school-organized or related activity, travelling to and from school, whilst wearing school uniform or identifiable as a pupil of the school. This also includes behaviour that could have repercussions for the orderly running of the school and posing a threat to another child or a member of the public.

Screening and searching

Legal provisions enable school staff to confiscate pupil's property. In the event of any property being confiscated, the school will contact the parents and invite them into school to reclaim the item(s). Teachers have the power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items. A member of the leadership team will always be present during the search. Parents will be informed if their child has been searched. The school will make a decision as to whether to contact the police.

The use of reasonable force

As a school we use de-escalation strategies to prevent the escalation of situations where people or property can be at risk. In schools it is not illegal to touch children and staff may use reasonable force in situations to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that is unsafe on a school event, school trip or visit

- prevent a pupil leaving the classroom when allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight.

Staff accused of misconduct

The Headteacher, in consultation with the Chair of Governors, will contact the Safeguarding Team and draw on the DfE guidance 'Dealing with allegations of abuse against staff' in cases of allegations that a member of staff (including volunteers): Has behaved in a way that has harmed a child, may have harmed a child, has possibly committed a criminal offence against or related to a child, has behaved towards a child or children in a way that indicates he or she is unsuitable to work with children.

References

This policy has been drawn up in accordance with the Equality Act 2010. Please see the school's Anti-Bullying Policy for information relating to the school's policy and procedures relating to this area.

Appendix 1

Ready

Smart uniform

Line up quietly to go into classroom

Equipment ready

Positive attitude

Respectful

Listen to others

Follow instructions first time

Use kind words and actions

Take care of school property

Include everyone

Safe

Walk sensibly around school

Keep school tidy and litter free

Tell an adult if you see something unsafe

Make safe choices

Appendix 2

Good News

Name: _____

I just wanted to let you know that I'm happy that...

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From: _____

Date: _____

Good News

Name: _____

I just wanted to let you know that I'm happy that...

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From: _____

Date: _____

Good News

Name: _____

I just wanted to let you know that I'm happy that...

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From: _____

Date: _____

Good News

Name: _____

I just wanted to let you know that I'm happy that...

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From: _____

Date: _____

Appendix 3

STANDLAKE CE PRIMARY SCHOOL

Sanctions When Behaviour Does Not Meet Our Expectations.

Level 1	Level 2	Level 3	Level 4	Level 5
Not being ready for learning- unfocussed, doesn't have the right equipment, work is not at the expected standard. Time wasting in transition periods Not having PE kit in school. Wandering around classroom Bringing toys/items into school. Unhelpful/unco-operative behaviour. Calling out/interrupting Distracting others. Persistent Level 1 behaviour should move to level 2.	Poking/prodding others. Misuse of school equipment. Running in the school building. Thoughtlessly stopping other children learning. Thoughtlessly being impolite. Interfering with another child's equipment. Impolite body language-shrugging/eye rolling Not lining up silently at the end of lunch time and play time. Not using play time equipment safely and responsibly. Talking over others. Making fun of another child's work.	Throwing things in the classroom. Stone throwing Interfering with another child's personal belongings. Telling lies Deliberately winding another child up/teasing. Misuse of cloakroom/toilet areas. Leaving classroom without permission Ignoring instructions from an adult. Swearing (not directed at a person) Defacing books, equipment or furniture Spitting (not directed at a person)	Walking away from an adult who is speaking to them. Throwing objects with the intention to hurt others or damage property. Stealing. Pinching, pushing, hurting others. Swearing (directed at someone) Verbal aggression Climbing fences/walls, unsafe behaviour. Refusal to take part in learning. Answering back/arguing with adults. Refusal to follow safety instructions.	Leaving school grounds without permission. Physical violence towards another person/property. Spitting at someone. Bullying (repeated and persistent), threatening, intimidating including online. Damaging school property. Racist/minority group behaviour or remarks including online. Inappropriately touching another person.
Possible Sanctions	**Possible Sanctions**	**Possible Sanctions**	**Possible Sanctions**	**Possible Sanctions**
Missing 5 minutes of playtime. Adult looks after toy/object brought from home and returns to parent at the end of the day. Staying in to catch up on work not completed. during break times. Adult to have 1:1 conversation with child reminding of expectations at the end of the lesson. Move places in classroom.	Record in behaviour book Missing 10 mins of play time Spending time with an adult practising lining up and talking through expectations for end of play times. Moved to partner class for 5 minutes time out. Sitting out at play time. Restorative conversation between child and the person they have upset/hurt. Write an apology Staff to inform parents.	Record in behaviour book Community service to put right any damage to property or to give back time to school community. Parents informed and regular check ins arranged to monitor behaviour. Reflection-complete form and then discuss what went wrong with an adult, what they will do next time and how they can put things right with others. Completing work in another classroom. Behaviour mentor. Rewards chart which is shared with parents at the end of every week.	Record in behaviour book Adult who witnessed the behaviour to deal with it, with support from SLT if needed. Meeting between SLT, class teacher, parent and child. Monitor and record behaviour to identify possible triggers and make adjustments to support child. Loss of privileges. Complete work in another classroom or with SLT. Fixed term suspension Reflection- complete form and then discuss what went wrong with an adult, what they will do next time and how they can put things right with others.	Record in behaviour book SLT to be informed and to support member of staff who dealt with incident. Headteacher to meet with parents. Behaviour plan in place to monitor and support going forward. Regular meetings planned with parents to maintain good communication. Fixed term suspension Letter to parent. Report to governors.

Appendix 4

Reflecting on my Behaviour

Reception/KS1Reflection Form

Name:

Date:

Adults involved:

Write or draw what happened.....

Write or draw to show how you will 'shine your light' to put it right.....

Signed by:

Child: Parent

Reflecting on my Behaviour

KS2 Reflection Form

Name:

Date:

Adults involved:

I did not 'Let My Light Shine' when I.....

It was unacceptable because.....

The rule I broke was.....

The people affected by my behaviour were.....

I will put it right by.....

To avoid this in future I will.....

Signed by:

Child: Parent: