**Sandfields Primary School**

**Behaviour Policy**

**Aim**

At Sandfields Primary School, pupils are expected to behave in a responsible manner toward themselves, to other pupils and to adults, showing care, consideration, courtesy and respect for all people at all times. Everyone is entitled to be happy and feel secure in our school.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Practices philosophy. Restorative Practices aims to build the Sandfields community and to repair and strengthen relationships within this community.

**Policy Statement**

All pupils and members of staff need to feel physically and emotionally secure in order to work to their full potential. In Sandfields Primary School, we encourage positive attitudes from both pupils and staff. We wish to establish a safe and caring environment.

All of the activities occurring within the school contribute in achieving positive attitudes towards behaviour e.g.

1. planning the curriculum;
2. quality teaching;
3. high pupil expectation;
4. pupil involvement in the learning process;
5. intellectual challenge;
6. opportunities for taking initiative;
7. opportunities for accepting responsibility;
8. well-merited praise;
9. pupils understanding their role in the wider community

Pupils at Sandfields Primary School are expected to behave well at all times and respond to praise and encouragement. They are encouraged to demonstrate a pride in individual achievement and success. This also applies to activities that take place outside the school e.g. school visits.

Pupils, staff and parents all have responsibilities to ensure positive behaviour during school time and during school activities, which may take place away from the school premises.

Staff responsibilities are:

1. to treat all pupils fairly and with respect;
2. to raise pupils’ self-esteem and develop their full potential;
3. to have high expectations of pupils;
4. to establish strong routines;
5. to provide a challenging, interesting and relevant curriculum;
6. to create a safe and pleasant environment, physically and emotionally;
7. to use rules and sanctions clearly and consistently;
8. to be a good role model;
9. to form a good relationship with parents, so that all pupil can see that the key adults in their lives share a common aim;
10. to recognise that each pupil is an individual, and to be aware of their needs;
11. to offer a framework for social education;

Pupils’ responsibilities are:

1. to co-operate with other pupil and adults;
2. to work to the best of their abilities and allow others to do the same;
3. to treat others with respect and value everyone equally;
4. to comply with the instructions of the school staff;
5. to take care of property and the environment in and out of school.

Parents’ responsibilities are:

1. to promote a positive framework for personal social development;
2. to make pupil aware of appropriate behaviour in all situations;
3. to encourage independence and self-discipline;
4. to show an interest in all that their pupil does in school;
5. to foster mutually respectful relationships with the school;
6. to support the school in the implementation of this policy;
7. to be aware of the school rules and expectations.

**Ethos**

All pupils are encouraged to be self-disciplined, behave positively in school and have respect for others, their views, feelings and property.

Pupils are taught to be honest, fair and polite, and the difference between right and wrong.

**Approach**

To achieve good standards of behaviour, we base our methods on a positive, assertive approach. The pupils are trained and taught responsible behaviour. The school also adopts a Restorative Practices philosophy.

Restorative practice is a strategy that is used to resolve incidents that occur in our school. All staff and pupils have been trained on using the strategies.

Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participators to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

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Restorative practice is a strategy that is used to resolve incidents that occur in our school.

When an incident has occurred set, questions are asked by a member of staff to the offender and then to the victim, to resolve a situation:

**Restorative Questions**

To respond to challenging behaviour:

* What happened?
* What were you thinking about at the time?
* Who has been affected by what you did and how?
* How do you think (the victim) felt when you did that?
* What do you think you need to do to make things right?
* What have you learnt to help you make the right choices next time?

To help those harmed by others’ actions:

* What did you think when you realised what had happened?
* What have your thoughts been since?
* How has this affected you and others?
* What has been the hardest thing for you?
* What do you think needs to happen to make things right?

The questions are asked as part of an informal or formal conference. In using this approach, the emphasis is on developing relationships through the perpetrator accepting responsibility for what they have done and making decisions about more appropriate future actions using a problem-solving approach. It also enables the victim to sense closure and that the perpetrator has faced up to their actions.

The teacher acts as facilitator. It is the children themselves, who come up with the solutions.

**Rules**

Each class contains rules which have been formulated in discussion with the pupils. Pupils must adhere to these rules. Similarly, different areas of the school contain rules which pupils must follow.

**Recognition of good behaviour**

Pupils receive lots of praise and encouragement. Pupils will be rewarded for good behaviour and work, and when they try hard.

**Individual reward system**

The culture of the school is all about promoting and recognising success. Each class establishes class rules that are acceptable to both pupils and staff. These are developed as a result of discussion and are reviewed throughout the year. Each class teacher rewards pupils by awarding points using the Class Dojo system. Class teachers also use stickers as a reward. When pupil reach stated amounts of dojo points, certificates are awarded in our weekly Achievement Assembly.

Individual rewards are negotiated with pupils who have behavioural difficulties. These are organised so that the pupil achieves success and their reward quickly, thereby encouraging an improvement in behaviour.

**Whole school assemblies**

Our weekly Achievement Assemblies are devoted towards publicly recognising achievement, with awards for effort, good behaviour, friendship, work, being helpful, demonstrating the current school values and excellent attendance. Pupils are awarded the following certificates for achieving Dojo Points:

Bronze Award – 150 Points

Silver Award – 300 Points

Gold Award – 500 Points

Each term, pupils are also entered into a raffle if they have achieved the target award. If their name is drawn, then they win a £5 gift voucher.

**Consequences and sanctions**

The pupils should see the procedures for dealing with unacceptable behaviour as fair. Pupils will need both support and teaching in what are acceptable standards of behaviour.

The school deals with incidents of unacceptable behaviour using Restorative Practice strategies. Sometimes, pupil behaviour warrants further intervention. The school Behaviour System is divided into ‘Red Behaviours’ and ‘Amber Behaviours’. Each negative behaviour listed provides a guide to pupils and staff as to how the behaviour will be managed and finally what consequences the pupils will receive. (See Appendix)

Sometimes pupils’ behaviour can give cause for concern. Staff will record incidents of poor behaviour on SIMS. If a pupil’s name occurs frequently then the class teacher will make an appointment to speak to the pupil’s parents/carers at a convenient time. Sometimes we will feel it is beneficial to use a behaviour chart or a Home School book. This will provide the parents/carers with information on how their child has behaved in school each day and gives the children incentive to do well.

If a pupil’s behaviour continues to give cause for concern, then sometimes it is necessary to create specific targets to improve behaviour. These targets will be recorded on an Individual Play Plan in the Foundation Phase or on an Individual Education Plan in key stage 2. The targets will be shared with the pupil and his/her parents/carers and will be reviewed termly. We also may feel it is necessary to hold a Pastoral Support Meeting. In this meeting, the pupil and their parents/carers meet with the ALNCo and set targets to improve the pupils’ behaviour. This PSP is reviewed regularly with the pupil.

Sometimes a pupil will exhibit behaviour that warrants a different set of sanctions. The following behaviours provide examples of what we deem to be higher priority:

Extreme aggressive behaviour towards others (pupils and staff).

Swearing at member of staff.

Wilfully damaging property or damaging property as a result of a more serious misdemeanour.

Throwing dangerous objects with the intention to hurt.

Removing themselves from close supervision i.e. running out of the class without permission/ running away from a member of staff.

Racist comments.

If a pupil behaves in such a way, then staff follow the school ‘Behaviour System’ which details the procedures that are to be followed in order to manage the situation. If the situation or behaviour is not de-escalating, then the Headteacher or Deputy Headteacher will manage the situation. In their absence, a member of the Senior Management Team will assist. The pupil may be excluded from the school at lunch time or they may receive a fixed-term exclusion.

The Discipline Policy provides a framework for pupil’s moral and social development.

Individual rewards are aimed at rewarding positive behaviour, improving self-esteem, developing personal and social skills, reducing negative behaviour.

Class rewards are designed to develop team spirit and support both class groups and their teachers, which in turn lead to a feeling of belonging to the school community.

**Positive Handling**

At Sandfields Primary School we work hard to ensure that every pupil has the opportunity to learn and that every teacher is free to teach in an environment that is safe, secure and free from distraction. We are committed to providing the highest standards in protecting and safeguarding the welfare of children and young people

entrusted to our care. For the most part this is achieved through fostering good relationships and the application positive behaviour strategies to support individual needs. This approach is clearly outlined in this policy.

However, in exceptional circumstances this may involve the use of reasonable force. We recognise there is a need to intervene when there is an obvious risk of safety to pupils, staff or property. It should also be emphasised that if used at all, restraint *(referred to in this document as positive handling)* should be seen in the context of an overall programme of care and concern.

Finally, the use of restrictive physical intervention *(positive handling)* should always be considered within the wider context of other measures. These include establishing and maintaining good relationships with pupils and using diversion, diffusion and negotiation to respond to difficult situations.

**Team Teach**

Our school has formally adopted Team Teach as its recognised Positive Handling Training Provider. Positive handling in Sandfields Primary is a holistic approach involving policy, guidance, management of the environment, deployment by staff and Positive Handling. Staff are trained by qualified Team Teach tutors, and the school keeps a record and copies of certificates of those staff trained.

Please refer to the school’s ***Care and Control and the Use of Force Policy*** for full guidance.

**Parents**

Promoting good behaviour and self-discipline needs to be developed in partnership with parents.

Parents will be informed of any behavioural problems occurring in school and strategies will be discussed to improve behaviour.

Parents are also encouraged to sign up to Class Dojo to see their child’s account and to share their successes.

It is hoped that parents will keep school informed of any change of circumstances at home that may cause behavioural problems to occur in school.

The Home / School Agreement incorporates aspects of the school’s discipline policy.

**Counselling and Support**

Pupil who are experiencing behaviour problems will be given support from the teaching staff, non-teaching staff and ALNCO.

Where necessary, outside agencies will be involved, e.g. The Wellbeing Team, Educational Psychologist and School Counselling Service (available to Year 6 pupils).

It is hoped that through support and discussion with pupil and parents, a plan to improve behaviour will be implemented.

**Anti-Bullying Policy**

Refer to the specific policy on Anti-Bullying as part of the school’s Discipline Policy.

**Conclusion**

Every pupil has a right to attend a school which promotes effective teaching and learning.

By following the school’s discipline policy to maintain good behaviour and promote self-esteem, each pupil in Sandfields Primary School should receive their entitlement to an effective learning environment.

**Monitoring, Evaluation and Review**

The school and the Governing Body will review this policy annually and assess its implementation and effectiveness.

The policy will be promoted and implemented throughout the school.

**Headteacher:**

**Chair of Governors:**

**Dated:**