

# Surfleet Primary School Behaviour Policy

Our aims and expectations are:

- To develop in children a sense of self respect, self-discipline and an acceptance of responsibility for their own actions.
- To create conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for their environment.
- For everyone to uphold our core values of aiming high, showing kindness and being resilient.

## Surfleet Primary School Code of Conduct

It is expected that everyone in the school community will follow and model the school behaviour policy. All staff will support the school's behaviour policy and practice; establishing and maintaining good behaviour and high standards of self-respect, respect for others and a sense of responsibility throughout the school.

## Our Core Values - what do they mean?

### Aiming High

Clear and neat presentation (based on the task)

Taking risks in learning

Accepting challenges

Being ready to learn at all times

Being polite

Dressing smartly and wearing appropriate school uniform (including PE kit)

Setting the example around school as well as in the classroom

Choosing appropriate games to play at break times

Accepting mistakes as part of learning

### Showing Kindness

Being friendly to all children and staff

Showing respect to all through actions and words

Sharing games or resources

Putting other people's wishes before your own

Letting other people speak when it is their turn to do so

Being polite and having good manners

Letting other people pass to go through doors

Caring for children who are physically hurt or emotionally unhappy

Including children in games who feel left out

### Being Resilient

Understanding failure is part of learning

Accepting mistakes as part of learning

Having another go even if the previous attempt was unsuccessful

Staying positive through challenging times

All children complete a Home-School Agreement upon joining our school, which is directly linked to the school's Core Values. Once completed, the child, their parent/carer and Head of School sign the booklet. This is then used to support the children in adhering to the school's behaviour policy.

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## Guidance for All Staff

1. Positive re-enforcement of good behaviour is more effective than negative punishments, but all praise must be justified. Our aim will always be to praise the positive to remind what the expectations are.
2. Well-organised classes with well-prepared engaging and challenging lessons tend to have few behaviour issues. A calm, controlled learning environment is conducive to positive learning as well as good behaviour. All children will be treated sensitively to maintain their self-esteem. Criticism will never damage self-esteem; censure will focus on the behaviour not the child.
3. Staff will take time to explain the reasons for children being asked to do something. Children will be listened to and spoken to calmly.
4. Every effort will be made to diffuse potential issues before they arise through discussion, good organisation, consultation etc.
5. Certain behaviour, such as bullying, rudeness, fighting, swearing etc. is never acceptable and will always be dealt with directly when encountered. Children will be taught about what constitutes bullying and be clear about its impact and consequences.
6. The Head of School reserves the right to inform parents of particularly poor behaviour, which may in future lead to exclusion. Staff should consult the Head of School or SENDCo when behaviour causes concern.

## Agreed policy for dealing with learning time incidents\*

1. Immediate verbal or non-verbal check of poor behaviour choice (1<sup>st</sup> warning).
2. Official warning that behaviour choice is not appropriate (2<sup>nd</sup> warning).
3. Final warning - the child must attend 'Thinking Time' during the lunch break (3<sup>rd</sup> warning). This should be logged on CPOMS by the staff member in charge of the learning.
4. If the child receives a further warning then the HoS should be called who will supervise the child for the remainder of the lesson. If the HoS is not available, then the SENDCo or EHT should be requested. Any such incidents should be logged by the staff member in charge of the learning.
5. If, at any stage, the child's behaviour is deemed to be of a serious nature (aggressive, out of control etc,) this must be referred immediately to the HoS. If the HoS is not available, then the SENDCo or EHT should be requested. Any such incidents should be logged by the staff member in charge of the learning.
6. Any instances of children being disrespectful to staff puts them immediately at step 3. Instances of disrespect are, but not limited to: ignoring an adult's request, shouting at a member of staff, saying things that undermine the staff member.
7. Any instances of behaviour that show a wilful disregard to public health puts the child immediately at step 4. This also includes leaving the classroom without asking for permission.

The above sequence resets after each 'break' of learning, i.e. 8:45-break, break-12:00, 1:00-3:10, so every child starts again with a 'fresh start' at the beginning of each learning period.

\*Learning time covers the following 3 time slots - 8:45-break, break-12:00, 1:00-3:10 and also includes after school clubs.

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If a child is seen out of the classroom for any reason, this must always be challenged and the child should be escorted back to the classroom where they are supposed to be.

If a child's behaviour choices have led to intervention at step 3 or more, this should be relayed to parents after school by phone call. It is best practice for parents to be fully informed as soon as is realistically possible.

### **Agreed policy for dealing with break time incidents**

1. Positive re-enforcement of good behaviour is more effective than negative punishments. The staff's role whilst on duty is to identify those children who may find the break time challenging and then monitor their behaviour closely. Prevention is the best way to avoid instances of negative behaviour. Interacting with such children is a key strategy in preventing instances from taking place.

2. When disputes arise, all children involved will be given a chance to explain their case without interruption and encouraged to find a solution. No blame will be given to one child more than the other until all facts have been determined.

3. The principles of restorative practice will apply. Children will be asked to apologise to all relevant parties after disputes. Time needs to be put aside to repair and rebuild, offering children a way back.

4. School rules will be applied consistently and children reminded of them regularly.

5. If poor behaviour choices continue, then the child will have to stand with the member of staff for 5 minutes. The child must also attend 'Thinking Time' during the following lunch break and this should be relayed by the member of staff to the class teacher via CPOMS.

6. If, after the 5 minutes, the child continues to make poor behaviour choices, then they should be escorted in to their class teacher so that time can be spent to understand the reasons (if any) for the poor choices. This should help the transition back to class for the next learning period so that behaviour for learning is as positive as it can be. Following this discussion, the child will be escorted to the hall and must remain there until the end of break. Such incidents should be logged on CPOMS by the member of staff who witnessed the incident. Again, the child should attend 'Thinking Time' during the following lunch break.

7. If, at any stage, a child's behaviour is deemed to be of a serious nature (aggressive, out of control etc,) this must be referred immediately to the class teacher who will escort the child to the hall. If the class teacher is not available, then the Head of School should be called. If the Head of School is not available, then the SENDCo or EHT should be requested. All such incidents should be logged on CPOMS by the member of staff who witnessed the incident.

8. Any instances of children being disrespectful to staff puts them immediately at step 6. Instances of disrespect are, but not limited to: ignoring an adult's request, shouting at a member of staff, saying things that undermine the staff member.

9. Any instances of behaviour that show a wilful disregard to public health puts the child immediately at step 6. This also includes climbing on the walls surrounding the playground.

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If a child is seen inside the school building at break times for any reason, this must always be challenged and the child should be escorted to where they are supposed to be.

If a child's behaviour choices have led to intervention at step 5 or more, this should be relayed to parents after school by phone call. It is best practice for parents to be fully informed as soon as is realistically possible.

### Thinking Time

Thinking Time presents a valuable opportunity for children to reflect on their actions. There will be three main aspects to a Thinking Time session: discussion, reflection and producing a piece of work. The procedure for a Thinking Time session could be as follows:

1. The child reflects on what the action or behaviour was that led to their attendance at Thinking Time.
2. The child discusses what caused them to make the choice they did. What were they feeling at the time? Did their body give them any clues about what might happen? Was it an interaction with another child or adult that changed the way they felt?
3. The child verbalises, with support if needed, how they could have handled the situation differently.
4. The child should be given time to draw a picture of the incident that led to the need for Thinking Time and write sentences outlining the above points. The outcome for this piece of work will be dependent on the age and ability of the child as well as the amount of support that can be given.
5. Once this piece of work has been completed, the child can then join their peers for the remainder of the lunch break.

### Rewarding Good Behaviour (including break times)

- Quiet word, smile acknowledgement
- Sharing child's work, behaviour or achievements in class or assembly
- Surfs
- Jobs of responsibility
- Praise in front of class group
- Visit to another member of staff
- Verbal or written comment, card or phone call from teacher to parent informing them of good work, positive attitudes or behaviour
- Certificates

### Surfs

Surfs are the main reward that children in the school work towards receiving. Children can receive a Surf for anything that is covered by the Core Values. It is important that all children have an equal opportunity to earn Surfs, however it is clear that some children may earn more Surfs than others due to their consistent attention to and demonstration of the Core Values. Receiving a Surf should be a **significant achievement** for the child, so they should only ever be given singly. However it may be possible to earn more than one in a lesson if the child has displayed more than one example of achieving the Core Values. Conversely, a piece of work, regardless of the level of brilliance, can only achieve one Surf as this should be reward enough due to their level of high importance to the children. If children are earning too many Surfs a week, we run the risk of devaluing their importance and therefore diluting their impact.

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### **Achievement Assembly**

There will be an achievement assembly each Friday at 9:05 where children will be chosen by the members of staff due to a recent achievement linked to the Core Values. These children's parents (or extended family) will be invited to attend the assembly, when this is deemed appropriate. A certificate will be presented and their photograph taken, which will then be shown on the achievement assembly board and website. Not all children are guaranteed a slot in the assembly, however, staff will always be looking to celebrate as many different children as possible over the school year. It is important we show how we value everyone's achievements when we can and this will not be limited to the most academic children.

### **Pastoral Care**

Care and guidance is the responsibility of all staff. Establishing positive relationships with children is the key to enabling positive outcomes from discussions about unhelpful attitudes and/or poor behaviour. All staff have the support of the Head of School in matters of pastoral care and also have access to the SENDCo and other Local Health Authority professional support services where needed.

### **Damage to property**

Damage to school property through poor behaviour choices, whether it be to the fabric of the building or to such items as books and other equipment which are defaced or damaged, will be reported to parents. Where appropriate, parents will be asked to make good the damage caused or there will be a request for a voluntary contribution towards the cost of repair or replacement.

This policy sits under the Federation Behaviour for Learning policy and will be reviewed annually.

Approved by \_\_\_\_\_

For, and on behalf of, Welland Primary Schools Federation Governing Body

Date \_\_\_\_\_