



*Making a difference for every child.*

## **SP21 Behaviour Policy**

Owning Committee: FGB

Owning School rep: Julie Robinson

Monitoring Governor: TBC

Date of Approval: June 2024

Date of next review: June 2026

**AIM OF DOCUMENT:** To provide staff with clear guidance and procedures to support all staff in school.

**IN EVENT OF CONCERN/QUESTIONS:** Contact the owning governor, contact details available through the school administrator.

**HOW DOES THIS DOCUMENT HELP THE CHILDREN?** Children' behaviour is consistently managed across the school with a clear framework for all staff.

### **Monitoring Plan for policy:**

Each Headteacher's report will contain any serious behaviour incidences.

### **Revision History:**

<b>Version</b>	<b>Update details</b>	<b>Date of approval</b>
V1		Jan 2009
V2	<b>Staff</b>	May 2011
V3	<b>Staff</b>	June 2014
V4	<b>Curriculum governor approval</b>	March 2017
V5	<b>Curriculum governor approval</b>	October 2017
V6	<b>Curriculum governor approval (no changes)</b>	November 2019
V7	<b>Staff name changes, celebration assembly changes</b>	November 2021

V8	<b>Clarity on Behaviour book procedures</b>	February 2022
V9	<b>Review staff – no changes</b>	January 2024
V10	<b>Review following stage 1 recommendations</b>	June 2024

It is a primary aim of Sheet Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

This policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

### **Staff Responsibility**

Behaviour Management is the responsibility of **all** staff at Sheet

### **Role of the Headteacher**

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

### **The Role of the Class Teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low level behaviour such as calling out or disrupting the class.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher

We are very lucky to have the support of our own ELSA (Emotional Literacy Support Assistant) part of whose role it is to **support** children who, for a variety of reasons, find the school environment challenging

In order to provide consistency and fairness, the SLT alongside the Head Boy and Head Girl have written a behaviour Agreement which has been shared and is displayed in school.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent (in discussion with the Inclusion Manager and the Headteacher) if there are concerns about the behaviour or welfare of a child.

### **The Role of Support Staff**

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.

### **The Role of Parents and Carers**

Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school .

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school. We expect Parents and Carers to set a good example to children at all times, showing them how to get along with all members of the school, the wider community and that no members of staff, parents or children are the victims of abusive behaviour or open to threats from other adults on the school premises or by telephone.

Physical attacks and threatening behaviour, abusive or insulting language verbal or written, to staff, governors, parents and carers, children and other users of the school premises will not be tolerated and will result in withdrawal of permission to be on school premises.

Any parent who is asked to leave the school premises will have the right to appeal the decision by writing to the Chair of Governors. Please note that incidents of rudeness will be logged with the Chair of Governors

## Organisation

### Class Rules

- Class teachers, support staff and children in their class devise these at the beginning of the academic year through our PSHE 'Jigsaw' programme – class charter. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. They focus on the positive rather than the negative.

### PSHE – Jigsaw

- All classes use PSHE sessions as a tool for promoting positive behaviour. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.

### Promoting Positive Behaviour

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children a variety of rewards for example – Sun, Star, Moon, Space Station! Marble Jar (whole class), house points and stickers.
- Pupils may be sent to another member of staff or the Headteacher to reinforce the great work.
- Each week children receive Headteacher's awards in our celebration assembly, these can be for things such as kindness and great behaviour as well as academic achievements.
- Postcards are sent home to children half termly to celebrate positive behaviour and achievements.
- Positive playtime behaviour is encouraged through the setting up of games in the playground, children are often play leaders on games.
- Each year, our Year 5 children 'buddy' up with a new reception child – role modelling our values and encouraging them to be kind, thoughtful and responsible.
- The Headteacher actively encourages staff members to send children to her for good behaviour, improved attitudes to learning, and outstanding achievement.
- If behaviour is inappropriate then a verbal warning is given to the child and the class teacher should explain to the child what he/she is doing that is not acceptable. See Behaviour Agreement.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher may at this point seek further support from another teacher or the Headteacher.
- At the end of each term we have a huge celebration assembly which rewards: Our four values, and 100% attendance for the term and the year.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.
- Racist incidents will not be tolerated in any form.

### Playground Expectations

- Expectations for playground behaviour are very clear to all staff and children.
- Children are reminded about how to use each playground area and the equipment. Adults warn children verbally if their behaviour is inappropriate – see Behaviour Agreement.
- Any serious incidents such as aggressive behaviour both physical or verbal are dealt with by the Headteacher.
- Midday meal supervisors feedback any incidences to the class teacher if necessary.



## Sheet Primary School

### Behaviour Agreement



#### Classroom

1. Any behaviour that goes against the class or school expectation will be given a warning this can happen twice then the child's name is recorded as such.
2. The rest of the session is an opportunity to earn this back with good behaviour.
3. If behaviour occurs for a third time, child is sent to another teacher/class for the rest of the session with work to complete.
4. Class teacher will discuss behaviour with the child at the next available opportunity.
5. Consistent poor behaviour that requires the child to be sent to another classroom will be logged in the Class Behaviour Book and Mrs Robinson will be notified that the behaviour has been recorded as such.
6. Mrs Robinson will discuss the behaviour with the teacher, with the child and if necessary parents will be informed at the next available opportunity.

#### Playtime / Lunchtime

1. Any behaviour that goes against the class or school rules will be given a warning.
2. The rest of the playtime is an opportunity to earn this back with good behaviour.
3. If behaviour occurs for a second time, the child is asked to sit on the bench if on the playground or stand next to an adult if on the field for 10 minutes.
4. If behaviour occurs for a third time, the child is sent inside to Mrs Robinson.
5. If behaviour continues to be a regular occurrence, parents will be informed and a behaviour chart will be introduced between home and school.