

Slaithwaite CE J & I School



Behaviour Policy

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Policy for promoting positive behaviour

Introduction:

This policy is based on the premise that children have a right to learn and teachers have a right to teach in a safe and caring environment.

It recognises that parents, teachers and all staff in school have a key role to play in teaching good behaviour. We want children to flourish academically and socially. The policy endeavours to ensure that good behaviour is recognised and rewarded and is not just taken for granted. It also acknowledges however, that in a school community there will from time to time be problems, and includes a range of strategies to deal with poor behaviour.

Code of Conduct:

We expect a high code of conduct from everyone in school.

Staff are expected to be polite and courteous to each other, to parents and pupils at all times.

Pupils are expected to be polite and courteous to each other, to all staff and to all visitors at all times.

Parents and visitors are expected to be polite and courteous to all staff and all pupils at all times. Any problems encountered on the school premises should be reported to the Headteacher or Deputy Headteacher.

Promoting Positive behaviour

At Slaithwaite J and I school we work very hard to promote positive behaviour, we do this through the '5 R's'. These are Reflection, Relationship, Responsibility, Respect and Resilience. By supporting children to develop good relationships, showing respect to others and resources, taking responsibility for their actions or leading something, teaching them to reflect on their actions, work and relationships and to develop resilience to have a 'can do' attitude and to keep trying when something is not easy.

Good Behaviour and Rewards

Good behaviour is a reason for celebration.

A range of rewards and positive recognition are used, e.g. non-verbal, such as smiles, thumbs up etc.; Stickers, smiley faces, Legendary cards which convert to Team points and in turn lead to Team rewards. We have 4 teams in school which are in place to inspire the children to use the 5R's and foster a collective working together ethos. The Teams are: The Trolls, Giants, Pixies, Elves and Gnomes. Legendary cards are given out by all members of staff for children using one or more of the 5 R's. **Unfortunately, due to Covid restrictions as a school we are not handing out legendary cards at the moment however each class still has individual celebratory things to reward and positively reinforce good behaviour and choices.**

All staff have a role to play in teaching and modelling good behaviour and clear behavioural instructions will be given to pupils.

In addition, Lunchtime Supervisors award stickers for good behaviour and the 5R's. **(Again, due to Covid nobody is handing out anything however lunchtime supervisors are giving feedback about children's behaviour to teachers at the end of lunchtime sessions.)**

Each week a new R will be discussed at the start of the week and then 4/5 children from each class will be selected by their teacher and written into our new celebratory book. On a Friday during our celebration assembly some of the year 6's who are going to be leading the assembly will read out the children's names and we will all praise them.

School Rules (developed and agreed by our children)

These are brief and simple and define the behaviour that is necessary in order to ensure the safety and well-being of all.

- Treat each other with respect
- Walk in school
- Share at all times
- Always follow instructions

- Do not hurt other people's feelings
- Please put litter in the bin
- Most of all BE HAPPY and SMILE

In addition to these basic rules there are specific procedures to be followed around school or in the classrooms (see each classrooms rules).

Assembly

Children are expected to enter the hall in a quiet and orderly fashion. If children do not wish to actively participate in prayer they are expected to be silent to allow others to take part in worship. (Hopefully Key stage assemblies will be starting again in the hall from September 2021).

Dining Room:

Children should wash their hands before lunch and enter the dining room in an orderly fashion. Lunchtime assistants and pupil monitors are on hand to help. Lunchtimes are meant to be sociable occasions, but talking should be at a reasonable volume. Good table manners and the correct use of cutlery are expected. Before going out to play after lunch, children should visit the toilet if needed and must take their coat when requested to do so.

Playtimes:

Teachers should ensure that all pupils have vacated the cloakroom and/or toilets, with coats if needed, before going to the staffroom. The adults on duty should go outside very promptly to ensure supervision, and to determine whether or not the field can be used. Just before the end of playtime a messenger should be sent to knock on the staffroom door. At this signal staff should go to collect their class from the playground and supervise them in the corridor and cloakroom as they come in. Children will be given a signal to line up in the playground until their teacher indicates that they should go in. In the playground children is a time out bench for the children to use if they need time out.

During wet playtimes the children should stay in classrooms with specific quiet activities (e.g. comics, board games, puzzles etc.). Monitors will help, but the adults on duty are responsible for supervision throughout the playtime.

Toilets:

Wherever possible, children should visit the toilet at the beginning or end of a teaching session. Teachers need to monitor if there is more than one pupil requesting to visit the toilet at the same time. Pupils should ensure that the toilets are left in a clean and tidy condition, and should report to an adult immediately if there is a problem.

Home Time:

Teachers should allow time for pupils to collect their coats and bags from the cloakroom and return to class to put up their chairs. Children should leave school in a quiet and orderly fashion, sticking to the footpaths.

Inappropriate Behaviour and Sanctions

Whilst staff at school try to encourage children to do their very best in all areas sometimes when children are consistently making the wrong choice there is a consequence to their actions.

A range of strategies will be used to express disapproval of inappropriate behaviour, e.g. a 'look', a wag of the finger, shake of the head etc. A reminder about the rule or instruction will be given if needed.

Further sanctions include 'time out', a formal warning, exclusion from class to work with another teacher, being 'on report' for behaviour monitoring, lunchtime exclusion, fixed term exclusion from school and ultimately, permanent exclusion.

Stepped Sanctions: Classroom:

1. Verbal reminder of rule or instruction.
2. Warning recorded on chart or whiteboard in classroom and sent to Head teacher
3. Given yellow card for behaviour monitoring and letter home for information to parents. Child then needs to achieve 1 day of consecutive smiley faces in order to come 'off report'.

(NB. A single sad face would trigger a red card)

4. Sent to Head teacher. Given red card and a letter to parents to request a meeting. 3 days of smiley faces needed. A single sad face triggers exclusion procedures.

(NB for persistent or serious problems any of these stages may be by-passed).

Stepped Sanctions: Playtime:

1. Reminder of rule or instruction.
2. 'Time Out' to sit on the time out bench.
3. Sent indoors to see Head teacher, yellow card given and letter home for information to parents. Child then needs to achieve 3 consecutive smiley faces to come 'off report'

(NB a single sad face would trigger red card).

4. Sent to Head teacher, red card and a letter to parents to request a meeting. 3 days of smiley faces required. A single sad face would trigger exclusion procedures.

For persistent or serious problems, stages may be by-passed.

All staff try very hard to promote positive behaviour at all times and will consult with parents/carers if there are any concerns regarding behaviour of any child.

Communication with Parents:

A brief summary of this Policy will be included in the school prospectus and will be discussed with parents during induction procedures.

It also has clear links with the Home-School Agreement and forms an essential part of the partnership we hope to promote between home and school to ensure consistency for pupils.

Parents will be informed about good behaviour, but will also be informed and involved at an early stage if there is poor behaviour.

All parents will be given the leaflet promoting our policy when their child enters school and as a reminder over the school year.

Special Educational Needs

We follow procedures in line with the Code of Practice for the Identification of children with Special Educational Needs whether these are physical, emotional, behavioural or learning difficulties.

If there are concerns from either parents or adults in school about a child's behaviour, a meeting will be called and possible strategies discussed. The class teacher may work with the SENCO (Special Educational Needs Co-ordinator), currently Mrs Cherrington to devise an EHC (Education Health Plan), which may include a behavioural element. This would highlight small targets to be achieved by the child and this close monitoring may be sufficient for the problem to be overcome.

Where strategies in school do not appear to be working the school may consult other agencies to request support. These may include the L.A inclusion service, the Educational Psychologist, GPs and/or paediatric staff at Huddersfield Royal Infirmary. Please note that none of this would take place without full consultation with parents.

Where a child has an EHC plan which states behaviour as the prime concern, specific support will be allocated within school to help the class teacher meet the needs of the child. Ultimately, however, the rules of the school apply to **all** pupils, as do the rewards and sanctions.

Positive Care & Control Principles

This is a set of LA guidelines which the school follows. It is based on positive behaviour management. The guidelines may be found in the Headteachers office. The staff of Slaithwaite CE School are trained in the Team Teach method of Care & Control/Positive Handling which aims to 'promote the least intrusive positive handling strategy and continuum of graded and gradual techniques with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before Positive Handling strategies are utilised' (Team-Teach aims and course objectives). Details are given in the Positive Behaviour Handling Policy of the escorts and

interventions that can be applied when all other methods of Behaviour Management have been exhausted. The staff team are aware that any physical intervention is only to be as a last resort after all other trained avenues have been used.

Records of any incidents of restraint are held in the school Behaviour Monitoring file (in Headteachers office).

Policy Reviewed: September 2021

Review due: September 2022

Behaviour Policy Updated for Coronavirus 2021

At Slaithwaite C of J and I School our school rules and values continue. We aim to create an environment which encourages and reinforces good behaviour, we have high expectations for good behaviour through the school and at all times of the day. Even during these unprecedented times our high expectations continue however in order to keep everybody safe during the challenging times we have made some amendments to our behaviour policy. As an educational setting we need to help reduce the spread of coronavirus (COVID-19) by reminding everyone of the public health advice. The amendments in this document aim to remind everyone how we can help control and protect against the spread of infection. To adhere to the current advice and to keep everyone in the school safe we have updated our Behaviour Policy with the following amendments. These amendments are to be followed carefully and adopted by everybody:

Classroom Management- Children attending school will be grouped into Key Stage Bubbles as much as possible. Each Bubble will consist of 1 teacher and 1 member of support staff (if staffing allows). The Bubbles, their classrooms and their timetable will remain the same for the duration of the return (until further guidance is issued). The Bubble will be allocated a classroom to use each day and everybody in the bubble will remain together throughout the day including breaktimes and lunchtime. A desk and equipment will be allocated to each child, this will be for 1 child to use and not share. Social distancing will be adopted when furniture is placed in the classroom. Rules will be set and made clear to children each morning they will be revisited during circle time sessions. Children will also be given the opportunity to share their worries and anxieties in this session too. Throughout the day there will be opportunities for mindfulness and relaxation to help children's well-being.

Playtime and Lunchtimes - At playtimes and lunchtimes KS1 and KS2 are able to mix bubbles when they are outside within the key stages therefore Cherry and Beech class can mix and Hazel, Willow and Sycamore Classes can mix together.

Consequences - To accommodate the current situation, consequences of poor or disruptive behaviour will begin with a warning but if it continues a time out chair in the bubble will be used. If poor or disruptive behaviour continues by a child for example a child spitting, a child has to be restrained or persistently unable to adhere to social distancing rules and is deemed a risk to themselves or others that child will be sent home and a plan for their return will be put in place that will include behaviour targets to achieve.

