

Sayes Court
PRIMARY SCHOOL



SAYES COURT PRIMARY SCHOOL AND NURSERY BEHAVIOUR POLICY

Date for Review: December 2021



Sayes Court School – A Member of the Bourne Academy Trust

Behaviour Policy

At Sayes Court Primary School, we believe that good behaviour and positive attitudes to learning are essential to ensuring that children can learn well in a happy, secure and caring environment. We consistently expect a high standard of behaviour from children and expect all adults to be excellent role models.

Aims:

- To provide a safe, calm, orderly environment for the children to learn most effectively.
- To create an environment where positive behaviour is encouraged and rewarded.
- To create an environment where positive attitudes to learning are encouraged and rewarded.
- To respect each other, staff and other adults they may come across in the course of their school life.
- To define acceptable standards of behaviour.
- To define learning behaviours.
- To ensure consistency of response to both positive and negative behaviour.
- To ensure the school's expectations and strategies are widely known and understood.
- To work in partnership with parents/carers and families and with other agencies who may be involved with a pupil.
- To ensure that all pupils have an equal and fair chance to success and learn in an atmosphere of respect and dignity, regardless of race, religion, gender, sexual orientation or disability. The School will challenge derogatory or discriminatory language and behaviour. The School will monitor the impact of all its policies and be alert to disproportionate impact on vulnerable groups.

The Behaviour Policy should be read in conjunction with the following policies and documents:

- Anti-Bullying
- Teaching and Learning
- SEND and Inclusion
- E-Safety
- Behaviour and discipline in schools DFE advice January 2016

Parents/Carers

Sayes Court Primary School aims to work in partnership with parents at all times. Parents are expected to support the school by ensuring that their children respect and follow the School's Behaviour Policy, along with the charters which are set up by individual classes and for the whole school. These help to create an orderly climate for learning.

Parents and children must also sign and agree to the Home / School Agreement.

Parents have the right to be informed promptly of any difficulties their children present, and they will be expected to work with the school to address these difficulties.

Parents have particular responsibilities in ensuring regular and punctual attendance at school and in ensuring their children are in the right place during any fixed period exclusion.

Parents are expected to attend a reintegration Interview following any period of fixed period exclusion.

Parents are expected to support the school in the implementation of the Behaviour Policy and Class Charters.

Pupils

The School encourages pupils to behave well, develop a positive behaviour culture and show self-discipline and respect both in school and in the community beyond the school gate. All pupils have the right to complete their work unhindered by poor behaviours from any children. This includes any behaviour which detracts from learning. The school encourages pupils to take a pride in their work and in their school. Pupils are encouraged to be active in challenging and preventing bullying.

Staff

All staff at Sayes Court Primary School have high expectations of pupils' behaviour and will use a positive approach but have the right to impose disciplinary sanctions when pupils fail to observe the school / classroom charters. The School seeks to work in partnership with parents at all times and expects them to support the School in creating a calm, ordered environment where adults can teach and pupils can learn. We wish pupils to take a pride in both the School and their work. All staff are expected to model positive and respectful behaviours at all times.

Anti-Bullying

Sayes Court Primary School is determined that all pupils should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying. The School's policy on anti-bullying can be found in the Anti-Bullying Policy. The School is aware of the pressures and dangers that may present through new technology and our anti-bullying and E-Safety policies make explicit how we will educate and protect our pupils. Pupils who are involved in any form of bullying behaviour through social media will be subject to the school's disciplinary code.

Behaviour Out of School

Pupils are expected to uphold the reputation of the School whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Pupils may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

In some circumstances teachers have power to discipline pupils for misbehaviour which occurs outside of school. Staff will always investigate any out of school incident which is reported to the School. The School will always cooperate with the Police in any investigation of incidents which are thought to involve Sayes Court School pupils.

Promoting Good Behaviour

At Sayes Court School we believe that where teaching is engaging and appropriately pitched, and behaviour management is consistent, instances of misbehaviour and low level disruption will be minimal. We believe that good behaviour needs to be modelled and taught. All staff (including support staff) have access to a range of CPD opportunities to develop their behaviour management and skills. All staff are trained with the school strategies for promoting positive behaviour to ensure consistency across the school.

We believe in focusing on positive praise and some of the ways in which this is given include: specific verbal praise, marking in books, Dojo points, stickers, Headteacher Recognition Awards, and certificates.

In class pupils can earn Dojo points for their team, stickers for sticker charts and teachers also set up their own class reward systems such as marbles in a jar. All classrooms have a Good to be Green Chart and children start on a green card and are praised throughout the day for remaining on a green card. At the end of the day the class teacher goes through the chart with the pupils. This discussion helps promote appropriate behaviour as pupils are keen to work on staying on a green card if they haven't already achieved this.

Staff members are encouraged to focus on the positive and be very specific in their praise so pupils make a clear link between the praise and their behaviour. Not only do pupils earn rewards for general behaviour, we also have a huge focus on learning behaviours. Where pupils demonstrate these, they receive rewards as above.

The reward systems above are carried out throughout play and lunch but sanctions differ and are made up of a five minute time out. At play and lunch, we have pupil monitors who help support younger pupils.

In assembly pupils can earn rewards as above but may also be asked to sit on a Golden Chair for outstanding behaviour in assembly.

We encourage staff who are experiencing difficulties with individuals or groups of pupils to discuss and share practice ideas. We ensure that all supply teachers are provided with a summary of both our Behaviour and Anti-Bullying Policies and recommended strategies for promoting good behaviour.

We recognise the need for good behaviour to be 'taught' and ensure that appropriate behaviour is discussed across the curriculum in assemblies and PSHE, and as class and year group issues arise.

Whole School Charter

At the start of the Autumn term, pupils make up a Whole School Charter which can be viewed on the website. The charter provides an opportunity for pupils to agree the type of conduct acceptable in school. The Charter can be found on our website.

Class Charter / Code of Conduct

A Class Charter or Code of Conduct is agreed by each class and is prominently displayed in all classrooms. There is ongoing dialogue between staff and pupils about the Code or Charter which ensures it is consistently understood and applied. The Whole School Charter will be reviewed at the

end of each academic year, and shared with pupils. The Whole School Charter will include elements from the Class Charters.

Systems and Procedures Including Good to be Green

There are two separate systems; one for in class behaviour and one for out of class which applies around the school and in the playground.

A Good to be Green policy is employed across both systems where children all start on Green at the beginning of each day.

The in class system is based on the use of a reminder, yellow, amber and red card policy and the out of class during play and lunch a five minute time out is used.

Rewards

Sayes Court Primary School believes that rewarding desired behaviour is more effective than sanctioning unacceptable behaviour. The most common form of reward is praise, both informal and formal, to individuals and groups. The school has a range of rewards available:

- Dojo points are rewarded for learning behaviours and achievements. Certificates are received for individual achievement when significant totals of house points have been attained. These achievements are recorded in the Newsletter.
- Children who have 'Stayed on Green' for the whole of a half term receive a reward at the end of each half term.
- Children from each class receive certificates in the weekly assembly. These children sit on the 'Bench of Brilliance' during assemblies their names are recorded in the Newsletter.
- Headteacher Recognition Postcards are sent home for exceptional learning and social behaviours.
- Attendance rewards.

Sanctions

Teachers, Learning Support Assistants and other paid staff with responsibility for pupils at Sayes Court Primary School have the legal power and are expected to discipline pupils whose behaviour is unacceptable, who fail to follow the school charters or a reasonable instruction. Where sanctions are given, it must be clear why the sanction is given and what changes in behaviour are required to avoid future sanctions. It should also be clear that it is the behaviour rather than the child that is sanctioned, and behaviour choice language will be used.

Staff must record any incidents of inappropriate behaviour on a Sayes Court behaviour sheet where behaviour warrants more than a card. This must be done on the same day as the behaviour occurred and must be given to the Headteacher or Deputy in the Head's absence.

The school takes malicious allegations against adults very seriously, these may incur a very high level of sanction as deemed appropriate.

In Class:

- Lilac card - reminder - children are given a verbal reminder that their behaviour is not in line with the School Charters
- Yellow card - children are given a yellow card if the behaviour persists.
- Pale blue card - time out in class – children are given a time out if the behaviour persists
- Amber card – children are given an amber card if the behaviour persists
- Dark blue card - time out in another class – children are given a time out in another class.
- Red card – only allocated after discussion with SLT
- Parents are informed of behaviour at various stages as per the Behaviour Ladder
- Some behaviour may be more serious and could receive an immediate red card – this must be discussed with the Headteacher first.
- The class teacher and Headteacher will monitor the children’s behaviour closely. Parents will be informed as per the Behaviour Ladder.
- When pupils do not complete homework, they will be kept in at either lunch or play to do so
- If a pupil’s reading diary is not signed, they will be kept in at play or lunch for ten minutes to catch up on their reading

Out of Class:

During playtimes and lunchtimes, and out of class, children who behave inappropriately will receive a time out. This will take effect immediately so that the sanction does not continue over to the next day (dependent on timing).

Staff supervising time outs must make sure that a child has reasonable time to eat, drink and use the toilet.

In Assembly:

If pupils do not follow the Charter for behaviour in assembly they will be sent back to class, have a time out at play and parents will be informed.

More Serious Behaviour

The following behaviour is deemed to be very serious and requires input from the Headteacher or Deputy Head. Parents are likely to be involved as a matter of urgency.

- a) Bullying
- b) Unprovoked serious physical abuse of a child
- c) Physical abuse of on adult employed/volunteering in the school
- d) Racial or homophobic abuse of anyone in the school
- e) Carrying a weapon or illegal substances
- f) Running out of school during the school day or during an internal exclusion
- g) Deliberately missing lessons by hiding in an area of the school
- h) Doing something that constitutes a danger to another child e.g. pulling a chair away

Pupils Requiring Additional Support

Sayes Court School recognises that some children are vulnerable and may require additional support in order to conform to the expectations of behaviour of the school. The class teacher, SLT and SENCo will liaise to identify these children. Those who require additional support may be:

- Offered support from a senior leader with individual targets which will be regularly monitored. These may be recorded on a Report Card or an Individual Behaviour Plan.
- Referred to the SENCO for an assessment of their needs (see SEND Policy).
- Referred for a multi-agency assessment.
- Referred to alternative education provision.

The schools will regularly review all children who are referred for additional support in order to ensure that their needs are being met. Where inadequate progress is being made the school will consider what else may be available both from within the school (ELSA) and from a range of outside agencies with whom the school has contact (eg. CAMHS, Social Care, Family Support Worker). All staff should reflect as to whether the behaviour under review gives cause to suspect that the child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy.

Use of Force

Following Government and LEA guidance, Education and Inspections Act 2006, school discipline and behaviour policies, staff will execute emergency restraint as a last resort on pupils who are:

- at risk of injuring themselves
- at risk of injuring other pupils or at risk of injuring adults
- at risk of damaging school property
- disrupting good order and discipline in the classroom

Restraint at Sayes Court Primary School Means:

- holding hands to stop them from hurting others
- holding arm at wrists and forearm
- placing hands in centre of back and shepherding away
- pushing/pulling

Please note that it is the policy of this school, that no adult working in the school will run after or follow or attempt to prevent an angry child leaving an area. Children should be left to calm down unless they are at risk of injuring themselves or others when restraint may be used as a last resort.

Power to Search without Consent

SLT or a nominated adult can search school bags without permission if they suspect a pupil is carrying a prohibited item. This will be done with another adult present.

SLT or a nominated adult can also ask pupils to empty pockets or remove their shoes, jumper or coat if they suspect that a pupil is carrying a prohibited item. This will be done with another adult present.

Parents will be notified if either of the above have taken place.

Allegations

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LADO and dealt with using the Local Authority procedure. Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential. If the allegation is against the Headteacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors' Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on 'Safer Working Practice' in order to minimise the risk of allegations being made.

Data

The school collects a range of behaviour data including:

- Exclusions
- Attendance and punctuality
- Referrals to 'In house support'
- Behaviour, attendance and progress data of those pupils attending alternative provision
- Incidents, rewards and sanctions
- Bullying and racial incidents

Data is analysed at individual child level by Class Teachers and the SLT and is used to inform referrals to school based interventions and referrals to outside agencies.

Data is analysed on a whole school basis by SLT and is used to identify behaviour 'hot spots', monitor trends, consistency and performance against targets. Data analysis may also inform changes in policy and procedure. Data is also monitored to ensure the school meets its statutory duties with regard to the Single Equalities Scheme.

Data is presented to whole staff meetings, SLT meetings and Governors half termly in order to support the evaluation of the impact of the policy.

Exclusions

Sayes Court Primary School is committed to using exclusion as an absolute last resort after all other sanctions have been exhausted.

The school's use of Fixed Period Exclusion is extremely rare as this could be perceived as rewarding poor behaviour with a 'day off' and this would be counter-productive. Where exclusion is used the school conforms to the Local Authority and DfE Guidance.

If pupils are excluded for a period of less than 5 days the school will provide work – it is the parent's responsibility to ensure the pupil completes the work and returns it to the school for marking. Parents/carers must also make sure that pupils will not be in a public place during an exclusion. From day 6 of exclusion the Local Authority will provide parents with details of provision. In the event of a permanent exclusion the Local Authority will contact parents with details of the day 6 provision. Reintegration interviews are considered to be a vital part of the reintegration process and provide

parents/carers, the pupil and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupil's successful readmission. If parents do not attend a scheduled reintegration interview, additional measures may be taken to facilitate their full participation in the process.

Permanent exclusions are extremely rare and only used when the school has exhausted all other strategies. Wherever possible the school works with other local schools to facilitate 'Managed Moves' or a referral to alternative provision which may make permanent exclusion unnecessary.

Roles and Responsibilities

All staff are responsible for positive behaviour management and discipline. Class teachers will, in the first instance, manage the behaviour of their children. If behaviour continues to be poor, SLT may be required to support the member of staff. Senior Leaders within the school will support all staff in ensuring that there is a positive learning environment at Sayes Court School.

The Role of Governors

The governors support the Headteacher in carrying out the policy.

Review and Evaluation

The success of this policy will be judged according to:

- ✓ the number red card or detention incidents
- ✓ the total number of fixed-term and permanent exclusions
- ✓ the anecdotal comments of the school community
- ✓ comments from children in schools council and parent and staff evaluations

This policy will be reviewed during the Summer term 2019. It will be amended following thorough discussion between all members of the school community taking in account the success criteria described above.

Example Charter

Children at Sayes Court School will:

- ✓ demonstrate our learning behaviours
- ✓ come to school on time
- ✓ be prepared, by doing homework and bringing all the books and items needed for work and play
- ✓ demonstrate positive attitudes to learning
- ✓ take pride in the work they produce
- ✓ work with others in their pair or group
- ✓ follow instructions
- ✓ speak politely and kindly to other children and adults

- ✓ listen to other children and adults
- ✓ speak honestly
- ✓ walk, on the left, inside school buildings
- ✓ enter, leave assembly quietly
- ✓ speak quietly when walking inside the school
- ✓ take care of books and school equipment
- ✓ help to look after the school buildings and grounds
- ✓ only come into school at break and lunch if they have permission

Sayes Court Behaviour Ladder

In Class



If time out occurs at the very end of the day, a detention for 10mins will be given at 3.20pm. An adult from the class should inform parents at 3.20pm or earlier.

At Lunch / Play / Assembly



Covid 19 Addendum

In order to ensure we minimise risk as much as possible the following addendum has been added to the our policy. The current policy will still apply but the following amendments will be in place during Covid:

Consequences

- Children will not have time outs as they will be staying at their desks throughout the day.
- Consequences will form part of break or play where children will be given a five minute time out in their play or lunch zone. A chair will be provided where the grass or benches outside are damp.

Social Distancing Between Bubbles

Social distancing rules and expectations will be shared with all children on return to school. Adults will regularly reinforce these throughout the week to ensure that children understand that bubbles must remain socially distanced.

Where children are having difficulties following social distancing rules between bubbles, the school will continue to provide reminders and will also contact parents so they can reinforce the expectations at home.

Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The LGC also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the LGC annually.