



SOUTHWICK C of E PRIMARY SCHOOL BEHAVIOUR POLICY

Rationale and Aims:

'Teachers cannot teach effectively and pupils cannot learn effectively in classes disrupted by poor behaviour. One child behaving badly can undermine learning by the whole class... Disruptive or bullying behaviour by even a small minority of pupils can create a school environment in which pupils feel unsafe, undermining effective teaching and learning' (Delivering The Behaviour Challenge – DCSF 2009)

At Southwick School, we believe that everyone has the right to learn, to be respected and to feel safe. Our behaviour policy outlines how we achieve this. This policy has been developed in partnership with the children, parents, staff and governors.

Our approach to behaviour is underpinned by our 3 Golden Rules and our key Christian values. Throughout their time at Southwick, the children go on a spiritual journey in which their understanding of our values grow. Alongside this, they grow in their understanding that they are part of a fellowship which is based on their right to learn, be respected and feel safe, but requires them to take responsibility for their learning and behaviour.

At the heart of our behaviour policy is our overarching value: Love. Every component of the policy is considered through the lens of God's love, ensuring that it has the children at its centre. By showing love in all that we do, our children will be able to learn and grow.

A large component of our behaviour policy is our 'behaviour curriculum'. We aim to teach the children positive social and learning behaviours to help maximise their achievement both academically and personally. Our behaviour curriculum outlines our expectations in this area – for example, 'what does good listening look like?'

The aims of our behaviour policy are simple:

- To provide an environment in which the children can learn – uninterrupted;
- To ensure that the children and staff are safe at all times;
- To teach the children the key elements of how to behave well;
- To encourage a calm, purposeful and happy atmosphere at school;
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued;
- To create an environment in which each individual can develop their self - esteem and demonstrate their respect for other people;
- To enable all children to develop increasing independence and self-discipline so that they are able to manage and accept responsibility for their behaviour;
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.

This policy outlines the above in more detail.

Our Values

Love, Learn, Grow

Through a **loving** Christian fellowship, our children **learn** all of the values, skills and knowledge they need so that they can **grow** into positive and active members of the community in which they live.

“Do everything in love” Corinthians 16:14

At Southwick Church of England Primary School, we provide a loving, purposeful, inclusive, non-discriminatory environment where all are valued and encouraged to persevere to achieve their potential as well as have respect for God and His world.

Our mission is underpinned by our Christian school values. Below you can see a list of our values. Our overarching value is Love and underneath in bold you can see the core values decided on by the school community. We believe that ‘love’ encompasses many of the attributes outlined below:

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs.” Corinthians 13: 4-5

Love					
Compassion	Respect	Friendship	Responsibility	Forgiveness	Service
Wisdom Hope Perseverance Creativity Truthfulness Thankfulness Humility Generosity Trust Peace Justice Reverence Fellowship					

By focusing on the above, whilst building compassionate, respectful relationships we believe that our children will be ready to learn and to grow as confident, well-rounded individuals who are ready to face the next stage of their journey through life.

Home-School Partnership

We believe that for a child to succeed in all aspects of their education, a positive home-school partnership is vital. We expect parents to have high expectations of their child's behaviour and to support the school if there are issues, ensuring that we communicate a joint message. Equally, we know that parents know their children best and will work in partnership with them to achieve best outcomes. For example, arriving at school on time is important as it helps ensure a positive start to the day.

At the start of their schooling (and intermittently throughout) teachers, parents and children are asked to read and sign a home-school behaviour contract (see website) that outlines the principles to which we all adhere to. This also details the expectations and responsibilities for each party within the partnership.

The Golden Rules and the Behaviour Curriculum

We have three simple behaviour rules. At all times, the children should be Ready, Respectful and Safe. Through our behaviour curriculum the children learn more about what these words mean and what they look like when followed.

In the table below, you can see some examples of ways in which we expect the Golden Rules to be applied and how we explain them to the children through our behaviour curriculum.

Ready	Respectful	Safe
<ul style="list-style-type: none">• We look at an adult when they are speaking• We do not talk over or argue with an adult• We wait until they are finished before asking questions• We stop the activity that we are doing and have empty hands	<ul style="list-style-type: none">• We speak kindly• We speak calmly• We do not interrupt• We respect each other's personal space• We seek to solve problems	<ul style="list-style-type: none">• We follow instructions first time• We use equipment correctly• We use kind hands• We walk when inside the school building

Behaviour Systems

Green

All children start on Green at the beginning of the day. Green is the expectation.

Gold

When children exceed expectations they move to Gold. At the end of the day, anyone who is on Gold will receive a Gold sticker.

Amber

If a child makes a poor choice when on Green, they will be moved to Amber. Amber is a warning. If a child is moved to Amber they then have the opportunity to correct their behaviour and move back to Green.

Red

If a child continues to make poor choices when on Amber, they will be moved to Red. Red will mean that there will be a consequence for the child, set by the class teacher – for example, they may miss some of their playtime (a minimum of 5 minutes). After the sanction has taken place or at the start of the next session, the child will be moved to Green to start again.

If a child does go on to Red, their teacher will contact you as soon as possible. **This may be in person or by phone (or by a red slip that goes into their school bag)** – whichever is most appropriate at that time. This may also be recorded on CPOMS, our system for recording behaviour. The senior leadership team and SENDCo can then use this information to analyse whole school behaviour and to help identify areas in which further support is needed for individuals or groups.

If, when on Red, a child continues to make poor choices they will:

- Be taken to work in a quiet area;
- If someone is not available to sit with the child they will be taken to work in another classroom.

If a child refuses to do the above we may take further steps that are outlined below.

Direct to Red Behaviours

Some behaviours will warrant the child being moved directly to Red. If this happens, the child may lose all of their break and/or lunchtime (depending on what comes next). This will be recorded on CPOMS

These behaviours include, but are not limited to:

- Hitting another adult or child;
- Swearing;
- Significant disruption within the classroom;
- Using homophobic, sexist, disablist, racist or other prejudiced language;
- Refusing to follow adult instructions ;
- Intentionally damaging school property or the property of others.

In these cases, the child may be taken to a member of the senior leadership team and parents will be informed.

Further Steps

There may be times when it is necessary to remove a child from class, to allow them to manage and reflect on their behaviour. This will mean that they spend a set period of time out of class and/or off the playground. This may mean being in another class or in a quiet area, such as outside of the headteacher's office. Most issues can be dealt with as described in the previous steps, however if behaviour is extreme then this is the course of action we would take. Examples of behaviours that may lead to this include:

- Persistent refusal to follow school rules;
- Persistent disruption of lessons;
- Bullying;
- Homophobic, sexist, disablist or racist behaviour;
- Being repeatedly or severely disrespectful towards adults or other children;
- Intentionally damaging school property or the property of others.

If a child refuses to engage with the above, we may make the decision to suspend them, meaning that they would have to spend a period of time at home.

Playtimes and lunchtimes

Our behaviour rules are not just for the class room. Our expectation is that they are applied in all areas of school life. Visual reminders of the behaviour expected in the playground are displayed on windows facing onto the playground.

If a child does not follow the Golden Rules at playtime or in the dinner hall, these steps will be followed:

Step 1: Verbal warning/reminder to correct the behaviour;

Step 2: If the verbal warning is not followed a 'timeout' will take place;

Step 3: If the negative behaviour continues, a member of SLT will be informed as soon as possible. They may miss the remainder of their break. If this occurs towards the end, it may be necessary for them to miss some of the next playtime too.

The adult who deals with the incident will inform the class teacher. Step 2 will require the child to be moved on to the Amber traffic light and Step 3 will mean that the child will be moved to Red. As with classroom behaviour, these will be reset after the appropriate consequence.

As with all Red behaviours, sometimes it may be necessary to skip some of the steps above.

Classroom Specific and School Wide Routines

As described previously, our staff will aim to teach the children how to be ready, respectful and safe, referring to each element of our behaviour curriculum. Each classroom will also have its own routines for managing the school day.

However, there are also a handful of school-wide routines; some key routines that we expect to see from all children throughout the school:

Lining up and moving about the school

Each class will have a line order, decided by the class teacher. Children should walk silently when in their lines, without touching the person in front or behind them. Hands should be kept by their sides or behind their back.

End of play

At the end of the play, the bell will ring twice. On the first bell, the children should stop what they are doing, step away from anyone they are near and stand still in silence. When the adult in charge is satisfied that everyone is ready, they will ring the bell a second time. The children will then **walk, quietly** back to their classroom. In some cases, the children will walk straight into class and in others, they will be required to line up outside.

Coming into and leaving class (inc cloak room)

The children come into class in silence and immediately sit down at their tables. The teachers will then lead a 3 minute breathing relaxation exercise to get them ready for learning. Children should go to the toilet at lunch time or playtime so that they do not need to go immediately on entry to the classroom.

There are many aspects of behaviour that we teach our children, but there are four main foci of our behaviour curriculum.

Listening

- Face forwards;
- Sit up straight;
- Track the speaker;
- Ask and answer questions;
- Wait until the speaker has finished before asking questions or getting started.

Silent signal

- On the silent signal (a hand in the air), the children should stop talking, put down any equipment they are using and fold their arms;
- The adult will give their instructions;
- The adult will then ask children to repeat the instructions back to them;
- The children will carry out instructions once the adult has finished speaking;
- Rather than initially naming individual children who are not responding, staff will use the “50% of you are ready, 60% of you are ready...” and so on.

Playing

- Take turns and share equipment;
- Include people in our games;
- Think about the consequences of our game – for example, play fighting – what could go wrong?;
- Remember to give others personal space.

Walking

- Line order;
- In silence;
- Hands behind your back or by your side.

Suspensions and Exclusions

At Southwick School we follow the Local Authority guidelines regarding suspensions and exclusions. More details can be found in our Exclusions policy.

Following a suspension, a reintegration meeting will be arranged for the pupils and their parents. The purpose of this meeting is to:

- 1) Establish the importance of parents working with the school to take joint responsibility for their child's behaviour;
- 2) Discuss how behaviour problems can be addressed;
- 3) Explore wider issues and any circumstances that may affect the child's behaviour;
- 4) Reach agreement on how the pupil's education should continue, how they can best be reintegrated and what measures need to be put in place to help support the child;
- 5) Discuss what support could be put in place for the parents.

Behaviour Support Plans and Report Cards

If a child repeatedly reaches the top end of the behaviour scale, then they may be placed on a weekly report card (see appendices). These are intended to support the child with any specific areas of difficulty they are having. This report card will include SMART targets to address the key areas of undesirable behaviour. This will be shared with parents on a daily basis and completed by the class teacher alongside the child. If successful, the report card will cease or if partially successful, it may be modified. This will last two weeks before being reviewed.

If after two weeks, the behaviour has not ceased, then it may be necessary to create a behaviour support plan for the child. This outlines any reasonable adjustments that are made to the behaviour policy to help them be successful. If a child already has SEN, it may form part of their SEN Support Plan. This will outline our response to the key negative behaviours that they exhibit.

Restorative Practice

We see every behaviour incident as an opportunity for a child to learn. Therefore, if a child reaches Red, most will complete a reflection worksheet that requires them to think about their behaviour. In some cases, particularly for younger children or those who need extra support with their writing, this may happen in the form of a conversation.

We believe that it is important that children understand the consequences that their actions have on others. As a result, when children make poor choices, they are asked to sit with all involved to listen to how they have made others feel as a result of their actions, how they as 'perpetrator' feel on hearing this and what should happen next in terms of sanctions. For most children, an apology and an assurance that this won't happen again is enough; a small number of children would like a more concrete sanction such as a loss of five minutes of playtime. This sanction is agreed with the adult who leads the discussion.

Positive Behaviour

We see the examples set out in the table above as being 'expected' behaviour. The vast majority of children exhibit these expected behaviours all day, every day. It is important to celebrate these children, particularly when they exceed expectations on a regular basis.

Therefore, we have a number of strategies to give them the credit they deserve for their attitude and behaviour.

Gold Traffic Light: As mentioned before, those who reach the Gold traffic light (for exceeding expectations) by the end of the day will receive a gold sticker.

Star Certificate: Staff choose one person in each class who has consistently exceeded behaviour expectations for a whole week. This is presented to the child in our Friday celebration assembly.

House Points: Throughout the day, house point tokens are issued to children for going above and beyond. These are added to the house point token tubes and the winning house at the end of a term gets a special treat. Each child who ends up on Gold at home time will also receive a house point token.

Playground Superstars: During our celebration assembly on a Friday, the headteacher shares photographs of children who have been playing safely and respectfully with their friends.

Lunchtime Superstars: Our lunchtime staff are always on the lookout for pupils who behave extremely well at lunchtimes. Once a term these children have a special treat afternoon.

Ongoing positive behaviour strategies: When a child is doing well, staff make sure that they know they are doing well; this might be a thumbs up, a smile or some verbal praise.

Sharing with parents: If a pupil has exceeded expectations we like to share this with parents as often as possible.

Attendance Certificates: Each term, attendance certificates will be awarded to those children who have at least 97% attendance over two terms (i.e. September – December).

Postcards home: Those children who do not go onto the Red traffic light for a whole half term will receive a postcard thanking them for being ready, respectful and safe.

Safe Handling

On rare occasions it may be necessary to remove a pupil from danger or to protect themselves or others. We use the minimum of force and follow the Team Teach principles. In particular:

- Creating a calm environment that minimises the risk of incidents arising that might require using force;
- De-escalating incidents if they do arise;
- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force;
- Risk assessments and positive handling for individual pupils;
- Adhere to our Restrictive Physical Intervention policy.

Children with SEN or Social, Emotional and Behavioural Difficulties

We recognise that there may be children who, due to their specific behavioural needs, may need a more flexible or personalised approach to dealing with their behaviour. Advice will be sought from external agencies and programmes of intervention and support will be used in conjunction with, or as an alternative to, the strategies outlined within this policy.

The following stages will be implemented when dealing with children with specific behavioural needs:

1. Concerns will be shared with parents/carers. There will be further discussion with the child and parents and consideration of 'personalised' strategies that could be used to avoid further incidents. Date for review meeting with parents set. As above, a behaviour plan or a section of their SEN Support Plan may be created.

2. If agreed strategies are not working, there will be further consideration of interventions or programmes.
3. A behaviour audit (Goodman's SDQ) will be completed and External support will be sought and agencies informed as appropriate. This might include a single referral to one agency, such as the Behaviour Support Service, using the Specific Agency Referral Form (SARF). Another strategy might be to discuss the case anonymously at a Multi-Agency Forum meeting. A CAF (Common Assessment Framework) will be written if more than one agency needs to be involved which may lead to a Team Around the Child meeting.

If the child is at risk of exclusion as a result of persistent and disruptive challenging behaviour, a Pastoral Support Programme (PSP) may be put in place.

Options for supporting children who have reached this stage may include:

- temporary part-time timetables as part of reintegration following an exclusion;
- involvement in nurture group/social skills/anger management;
- support from an ELSA TA;
- the drawing up of a contract, outlining the behaviours agreed, by the SENCo and a member of the SLT;
- providing alternative provision;
- individually adapted reward cards and stickers;
- providing responsibilities;
- friends/buddies;
- opportunities to vent their frustrations.

If the actions above are ineffective and the child continues to disrupt the education of others within the school then the Headteacher will begin a process of:

1. fixed- term exclusion;
2. permanent exclusion or a managed move.

It is essential when dealing with children with SEBD, to balance the needs and inclusion of the individual child whilst considering the entitlements of the rest of the class. Children should be encouraged to consider and discuss their own feelings and the feelings of others and come up with their own solutions where possible. SEBD children can make great demands on individual members of staff. It is crucial that we maintain our climate of support and understanding both for the child and the members of staff involved with them. If a member of staff needs a break from a particular child, then the teacher should send that child to a member of the SLT indicating the length of break required.

Issues Outside of School

If your child has an issue outside of school (for example, a falling out with friends), we are always here to listen to your concerns. We may also be able to help mediate between families and children. However, we have no control over events that occur outside school and have limited power about what we can do in terms of sanctioning children for events that happen when under their parents care.

There are things that you can do to reduce this:

- Social media – we recommend that your child does not have social media (i.e. Whatsapp or Snapchat). Many apps have an age rating on them, meaning that they are not suitable for primary school aged children;
- Ensure that you know where they are, who they are playing with and have a positive relationship with the parents of their friends;
- Incidents that involve breaking the law should be reported to the police.

Pupil, parent and school responsibilities

Our aim is that all children should behave in a ready, respectful and safe way.

To achieve this, children should:

- treat other children and adults with respect;
- speak politely to others;
- never hurt anyone (physically or emotionally) intentionally;
- show good learning behaviours;
- be confident and have high self-esteem;
- be truly reflective about their behaviour and learn from mistakes.

To encourage good behaviour, staff will:

- teach and model the values which we have identified as key for our school community;
- encourage positive relationships based on kindness, empathy and respect;
- plan stimulating and engaging lessons that cater for the needs of individuals;
- celebrate children's efforts and achievements and share success with parents and peers;
- treat all children and adults with respect;
- speak politely to others and avoid using critical/sarcastic language;
- ensure that children understand what we consider to be unacceptable behaviour, why this is unacceptable and what they should have said or done;
- label the behaviour and not the child;
- endeavour to establish the facts about what has happened through restorative conferences;
- use the language of choice when children make 'poor' choices and agree a shared understanding of what will happen if.....;
- establish and ensure a shared understanding of class and school rules and the responsibilities we have to one another;
- use the agreed consequences and rewards;
- provide opportunities for children to make amends by encouraging them to take responsibility for their actions;
- use PSHE and CPOMS tracking systems to identify children who are encountering problems and plan appropriate intervention;
- set up 'buddy' systems;
- involve parents when necessary through the use of 'Positive Behaviour Plans'.

To encourage good behaviour, parents should:

- ensure that their child has excellent attendance and arrives at school on time and ready for the day ahead;
- share the child friendly version of this policy with their child;
- help their child take responsibility for their own behaviour;
- work proactively and positively with the school to promote positive behaviour, using their own knowledge of the child to help secure best outcomes
- attend school events such as the initial parent meeting in September in which the teacher explains the behaviour system to parents;
- keep clear lines of communication with the school open.

Monitoring Behaviour and Recording Incidents

We closely monitor individual and whole school behaviour (both positive and negative) to help us understand how we can best support the children.

Each child has a 'PSHE' folder in school. In general, low level behaviour issues will be recorded in this. This folder is passed on to the next teacher. If a child ends up on Red, this will be recorded on CPOMS – our online system for recording behaviour and safeguarding issues. Details of the incident and any related information, such as sanctions, will be recorded. As mentioned previously, this information can help the school ensure the right support is put in place. Records of who receives golden stickers, postcards and star of the week will also be kept.

All members of the Senior Leadership Team have a role in monitoring the reported incidents related to discrimination against the protected characteristics. We maintain a log of these incidents so that we can follow things up, ensure a balanced approach, to reduce the likelihood of future incidents and to ensure that every child gets the support they need. The Headteacher will monitor behaviour to identify vulnerable children who may appear and to identify any patterns of behaviour and plan appropriate support. The SLT will monitor the consistency of the staff approach.

Child on Child Abuse (including bullying)

All staff should understand the importance of reporting and challenging inappropriate behaviours by children.

Certain behaviours should not be downplayed as 'part of growing up', 'messaging around' or 'boys being boys'.

These behaviours should not be normalised and part of the culture - the children should know what to speak up about and how to go about doing this.

As a primary school, behaviours may not initially seem as 'extreme' as described below. However, we are actively looking out for behaviours that could, long term, lead on to these serious behaviours. More information including our response to Child on Child Abuse can be found in our Safeguarding and Anti-Bullying policies.

Forms of Child on Child Abuse

Bullying (including cyberbullying, prejudice-based and discriminatory bullying)

Relationship abuse abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')

Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

Sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.

Sexual activity causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

Sharing of nude/semi-nude images Consensual and non-consensual sharing of nude and semi-nude images and/or videos¹¹ (also known as sexting or youth produced sexual imagery)

Upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm

Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Further Policies

This policy should be read in conjunction with those on:

- equalities, diversity and community cohesion
- anti-bullying
- confidentiality
- child protection,
- Health and Safety
- Physical Restraint
- PSHE&C
- Learning and teaching
- curriculum subjects
- display
- collective worship
- Children with Medical Needs
- Code of Conduct for Safe Practice for Staff and Volunteers
- Code of Conduct for Teaching & Support Staff – HR policy
- E-safety
- Safeguarding
- Volunteer Adults in School
- Whistleblowing
- SEN
- Restrictive Physical Intervention

Behaviour Reflection Form

Name:

Date:

My behaviour was not: _____

(ready, respectful, safe)

How are/were you feeling?

Sad



Frustrated



Confused



Worried



Angry



What went wrong?

How will you make things better?

Weekly Report Card

Name:

Date:

Monday

	1 st Session	Play	2 nd Session	Lunch	Afternoon
Target 1					
Target 2					

School Comment:

Home Comment:

Tuesday

	1 st Session	Play	2 nd Session	Lunch	Afternoon
Target 1					
Target 2					

School Comment:

Home Comment:

Wednesday

	1 st Session	Play	2 nd Session	Lunch	Afternoon
Target 1					
Target 2					

School Comment:

Home Comment:

Thursday

	1 st Session	Play	2 nd Session	Lunch	Afternoon
Target 1					
Target 2					

School Comment:

Home Comment:

Friday

	1 st Session	Play	2 nd Session	Lunch	Afternoon
Target 1					
Target 2					

School Comment:

Home Comment:

RED SLIP

Incident / Behaviour Report

Date: _____

Member of staff : _____

Pupil Name : _____

Details of incident / action taken:

Consequence: _____

Parent / Carer advised of the situation: Yes / No

Signed: _____

Poplar Club please leave this form on Mrs O'Brien's desk

Keyed in CPOMS