



**Scargill Church of England Primary School**

# Behaviour Policy

## **Introduction**

The establishment and maintenance of high standards of behaviour are essential for the happiness and health of each individual, the school and the wider community.

This policy outlines the expectations we have at Scargill Church of England Primary School regarding behaviour, and our approach to modifying children's behaviour where necessary. Our expectations and actions are based on our mission statement and stem from our Scargill Citizen values which is that of a caring community. Details of our mission statement and ethos are available from the school brochure & website.

A good Scargill citizen who displays good behaviour will show the following values:

Determination	Generosity	Kindness	Respectful
Creativity	Good sportsmanship	Welcoming	Hardworking
	Forgiveness	Adventurous	

All adults working in our school have a responsibility for the day-to-day management of the behaviour of the children, under the overall guidance of the Head of School. Parents play a vital role in supporting the school's approach by encouraging positive behavioural patterns in their own children. Parents are encouraged to sign and abide by the Home-School Agreement annually.

The Governors are responsible for reviewing this policy and supporting the Head of School and staff in its implementation. They should also alert the Head of School if they have concerns regarding any aspect of its implementation.

The children are expected to develop an increasing responsibility for their own behaviour and in helping to modify the behaviour of others. They are involved in agreeing with the rules and informing us of any areas for development. The School Council is a mechanism for this liaison.

## **Positive Behaviour Management**

All pupils are expected to adhere to and abide by the Scargill Citizen values as detailed above.

They are also expected to obey school rules which are there to ensure safety and efficiency during the school day.

Although it is necessary for staff to use sanctions from time to time the emphasis should be on praise, positive relationships and rewards for good behaviour.

Our aims are to help children to experience the benefits that come from being an active partner in a well-ordered community and to help them gain the self-discipline which is a prerequisite for a happy and successful adult life.

## **Physical Intervention**

It may be necessary on occasions to use reasonable force to protect children. We have Physical Intervention Policy which outlines when and how this may be appropriate.

## **Day to Day procedures**

- Children are to walk around the school sensibly & quietly, keeping to the left when necessary.
- The gates are open at 8.45 am. Children should not arrive at school before 8.45 am. Children can enter school when they arrive.
- No children may stay in classrooms, at playtimes, lunchtimes or at the beginning or end of the school day, unless they have been given permission by a teacher.

## **Out of bounds areas:**

- The wildlife area by the side of the playground.
- The front of school.
- Behind the outdoor classroom.
- All car parking areas.
- Behind the equipment storage sheds.
- Safety bars near fire exits.
- The railings should not be climbed on.

During lunchtime children have mid-day supervisors designated to particular areas & days who report to teachers where appropriate.

In summertime, when the field is in use, football and other ball games are allowed on the field.

- No over aggressive games including large numbers of children (i.e. Bulldog) are allowed.
- No fighting, either pretend or real.
- In winter snowballing and sliding are not allowed.
- Toys and games are not allowed in school. The only exception to this would be an "end of term" games afternoon, where teachers request games for a specific occasion.
- Children should use the toilets on their way out to play, or by asking the duty teacher's permission to re-enter the building during playtime.
- Children should be prepared to open doors for approaching adults and for each other

## **Class and School Rules**

Each class operates a Good to be Green system for low level disruptive behaviour. The school has the same set of 3 rules for everyone. These were agreed by the children and staff working together.

These are:-

- Follow instructions with thought and care.
- Care for everyone and everything.
- Show good manners at all times.

The rules are clearly displayed in each class and throughout the school and used by all staff.

### **Rewards we use**

Positive behaviour in school may be rewarded with any of the following:

Positive comments both spoken and written
Stickers
Names beside the smiley face
Scargill Citizen value rewards
Stamps
House points
Texts home to parents
Freedom points for good lining up
Scargill Star Assemblies
Stevens Award/Krzeminski shield
Class Award
Working towards a prize
Golden time (which may be taken away dependent on department procedures)
Mentioned in celebration assembly

### **Unacceptable Behaviour**

Examples of unacceptable behaviour are; hitting, kicking, spitting, swearing, rudeness to an adult, refusal to follow instructions and bullying.

Unacceptable behaviour will be dealt with by the following procedure:

Card System				
Time negative behaviour is seen	Action	Sanction  <i>(a detention block is 15 minutes)</i>	Examples	
1 <sup>st</sup>	Verbal warning from teacher /name on sad side of board (dependent on department in school)		Talking when asked not to, being silly in lessons, not doing what has been asked, breaking a school rule, disrupting the learning of others. Poor behaviour at lunchtimes.	
2 <sup>nd</sup>	Green card turned over to <b>white</b>			
3 <sup>rd</sup>	White card is turned to <b>yellow</b>	1 block of detention		
4 <sup>th</sup>	Yellow card is turned to <b>red</b> , time out in partner class, parents sent text message at end of day, incident recorded on Integris	2 blocks of detention		Examples of how a straight red card can be issued are; for continued refusal to work, disrespect to an adult, Swearing.
5 <sup>th</sup>	Incident log, parents informed. <b>Moved onto Report system</b>			Straight to the <b>report system</b> for, physical assault, threat of assault, leaving class without permission, bullying or receiving 3 red cards in one week.
Report system				
1 <sup>st</sup> incident log	Child is placed on report for 1 week	<ul style="list-style-type: none"><li>Child will miss an entire day's privileges</li><li>A report card will be issued to monitor behaviour each lesson</li></ul>		
2 <sup>nd</sup> incident log	Child is placed on report for 2 weeks	<ul style="list-style-type: none"><li>Child will miss 2 days privileges</li><li>A report card will continue to be used to monitor behaviour each lesson</li></ul>		
3 <sup>rd</sup> incident log		<b>Child is moved onto the contract system</b>  Child can be moved directly to the contract system if an incident is deemed by the SLT to be serious enough.		
Contract system				
<ul style="list-style-type: none"><li>Child will be placed on a Stay in School Contract</li><li>Child will be recorded as 'At risk of exclusion'</li></ul>		<ul style="list-style-type: none"><li>Parent, child, a member of SLT and a governor will meet to discuss the targets which must be met for the child to stay in school and the support the school will provide to help the child.</li><li>This will be reviewed weekly</li><li>Child will continue with a report card</li><li>Child may not be able to take part in extra-curricular activities, school treats or trips.</li><li>External support may be sought</li></ul>	If targets on the contract are not met by the time of a review, the SLT will consider the following options; <ul style="list-style-type: none"><li>Remain on contract</li><li>Exclusion from playtimes for a number of days</li><li>Exclusion from lunchtimes for a number of days</li><li>Internal seclusion for a number of days</li><li>Exclusion from school for a number of days</li><li>Permanent Exclusion from School.</li></ul>	

- All cards will be turned back to green at the end of each day- some sanctions from one day may need to be issued the following day.
- The child can return to the card system from the report system if they improve their behaviour to the satisfaction of the SLT.
- The child can return to the Report system from the contract system if they meet the targets set.
- All efforts will be made to avoid an exclusion including the option of an internal seclusion.
- All children will begin each half term with a fresh start with the 'count' of incidents returning to zero.
- Children on the contract system at the end of a half term, may need to continue on contract until their targets are met.

## **School Visits**

School visits are an important part of school life and offer valuable experiences to all children, however it is important that the behaviour of children on such visits is of the highest standard. If a child's behaviour has shown cause for concern and they have either received red cards or been subject to the report system or the contract system, it may be necessary to consider if the child should take part in a school visit.

When considering if a child may take part in a school visit, the SLT will consider all the risks associated with the child taking part in the visit and whether these can reasonably be reduced. **If it is felt there may be a risk to the health and safety of any of the children and/or adults on the visit, the child may be withdrawn from participation.**

## **Bullying**

Our aim is to eradicate bullying behaviour.

We also aim to ensure that bullying incidents are noticed and that when they occur steps are taken to help both victim and bully.

We have a separate policy for anti bullying.

## **Staff approach to dealing with unacceptable behaviour**

It is essential that staff have checked the accuracy of reported incidents. This should involve seeking the viewpoints of as many children or adults as possible. Decisions on issuing sanctions should always be made when staff are sure of the facts. Staff should discuss how the children could manage to deal with such an incident in a better way next time. Any victim and/or their parents, should always be assured that issue has been dealt with

## **Roles and Responsibilities**

The class teacher has responsibility for:

- Following our agreed procedures
- Creating a positive classroom environment and promoting school values
- Dealing with disciplinary issues
- Supporting the Mid-day Meal Supervisors
- Informing the Head of School, recording incidents on Integris.
- Recording all incidents on report cards.
- Contacting parents and maintaining contact until behaviour improves.

All staff support celebration assemblies and share success.

Each member of the Senior Leadership Team is available to support the Mid-day Meal Supervisors.

Mid-day Meal Supervisors keep in contact with class teachers and the Head of School over dinner time difficulties. They are responsible for carrying out our agreed procedures.

The Head of School is responsible for:

- Maintaining school ethos
- Dealing with serious breaches of discipline
- Informing governors
- Exclusions

### **Monitoring, Evaluation and Assessment**

The school will review this policy regularly, and assess its implementation and effectiveness. The policy will be implemented throughout the school by all staff.

To be reviewed February 2022.

Signed by:

_____	Head of School	Date: _____
_____	Chair of governors	Date: _____

