

Silkmore Primary Academy



BEHAVIOUR POLICY

AIMING HIGH

Silkmore Primary Academy

Positive Behaviour Policy

At Silkmore Academy we promote a high standard of behaviour and have a positive ethos where all members of the school community school are valued as individuals, we believe in encouraging the development of self-esteem, respect for others and self-discipline.

Emphasis is placed on positive reinforcement of behaviour through praise in accordance with the Behaviour Values of 'Aim High'. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written.

This policy sets out the expectations of behaviour where staff, pupils and parents seek to create an environment which encourages and reinforces positive behaviour and the fostering of positive attitudes. In addition, it sets out the consequences for unacceptable behaviour, should it arise.

Aims

- To foster an environment in which everyone feels safe and secure and where each person is treated fairly.
- To ensure that every member of the school community feels valued and respected
- To create an environment where good behaviour is modelled, encouraged, and reinforced.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and unacceptable behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To emphasise that **every** member of the school's community must behave in a considerate way towards others.

Silkmore Academy believes that all children, regardless of race, gender, religion, ability and disability have the right to learn in a caring, nurturing and supportive environment.

We have high regard for our children's spiritual, moral, emotional and psychological well-being. We endeavour to provide a caring and creative learning environment. We promote the right for children to speak out and seek help in all aspects of their well-being.

We foster an environment in which everyone feels safe, happy, secure and respected.

How Will We Achieve Our Aims?

- Meaningful praise and reward is the key to creating a positive atmosphere where children have the opportunity to succeed.
- Establish a set of school rules that all children, staff and parents are familiar with and understand
- Establish a praise and reward system that links the AIM HIGH values
- AIM HIGH time will be utilized to develop positive attitudes to behaviour that are individual for the child
- Adults will lead by example and model good practice
- Appropriate circle times and assemblies will reinforce social, moral, spiritual and cultural development (SMSC)
- All children will undertake Personal, Social and Health Education (PSHE) and partake in Commando Jo sessions building on teamwork and resilience
- All children will be monitored for Nurture group /Pastoral Intervention
- Behaviour management courses will be available to parents
- Celebrating pupil strengths and achievements during school assemblies
- Pupil buddying system
- Effective monitoring and accurate record keeping of incidents

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged and appropriately labelled to aid accessibility and reduce uncertainty and disruption.

Displays should help develop self-esteem through demonstrating the value of each individual's contribution and overall the classroom should provide a warm, welcoming environment.

Teaching methods will encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

Consistent, meaningful praise is used to encourage good behaviour as well as good work.

Rewards

Our approach to creating a positive ethos within the school is to treat children positively, by constructively praising them, offering them encouragement and consistently acknowledging their efforts achievements.

We will ensure children know that their efforts, achievements and good behaviour are recognised and valued by means of a range of rewards including: -

- Classroom Star chart – at the end of the day children who have earned a place at the top of the chart (gold) will receive a gold star to put on their star chart
- Positive messages sent to parents via Marvellous Me app
- Stickers
- Certificates
- Special mentions during the Monday sharing assembly (parents are invited to attend)
- Meaningful praise; by class teacher, Head Teacher, (for good work, behaviour, manners, being kind and compassionate etc.)
- Share good work with another class or member of staff
- Parents informed of good work

As an acknowledgment and celebration of children's individual efforts and successes all classes will have the reward systems displayed in the classroom.

Consequences

When we discuss unacceptable behaviour, we will encourage children to consider alternative choices they could have made which would have resulted in a more positive outcome.

Consequences of unacceptable behaviour may be:

- Conversations take place with the child and adult involved
- Follow the behaviour system – yellow, orange, red spots
- Attend Reflection time with Head Teacher or Deputy Head Teacher
- Loss of privileges (e.g. missing playtimes)
- Learning to be completed at playtime/lunchtime under supervision
- The child will be sent to the Head Teacher or Deputy Head Teacher when a red card is issued
- Pastoral Support via the EWL (Emotional Wellbeing Leader)
- Child's parents are informed
- Aim High Trackers to monitor behaviour can be put into place
- Internal support days when 3/5 red cards are issued
- Fixed Term exclusion (following national guidelines)
- Permanent exclusion (this would only occur following a serious breach of school rules)

We will always impose appropriate, fair and effective sanctions that are relevant to the misdemeanor.

What happens for negative behaviour in school?

- Classrooms will display the AIM HIGH values and these values will be taught to children inside and outside of the classroom. If children do not follow these rules there will be a clear process of consequences to follow. (See below)
- Children will be given ample time to modify their unacceptable behaviour through a verbal reminder.
- If children choose to ignore this reminder, they will be required to place their name on the yellow spot (displayed in class). The member of staff may then move the child to another area of the classroom.
- If children do not continue to show the expected behaviour, they will move their name to the orange spot. Time out for this child can then be used. This can be with the class Learning Support Assistant or the EWL.
- If the behaviour continues to be an issue, children will be required to move their name to the red spot and will be sent to the Deputy Head Teacher or Head Teacher. Class teacher is to ensure that they inform parents at the end of the day by a phone call and explain the circumstances of how the child received the red card.
- If children receive three red spots in KS2 or five in KS1 during a half term, the child will receive an internal support day. This will consist of sessions with the EWL discussing the reasons as to why they received the red cards and then time spent with the Head Teacher or Deputy Headteacher.
- Red cards can also be issued straight away without going through the spot stages for unacceptable behaviour. This consists of deliberately hurting of others, bullying, homophobia, racism, lying to a teacher, foul language, deliberately destroying equipment and furniture.
- Red cards awarded during after-school clubs are separate to red cards during the school day. If a child receives more than 2 red cards during an after-school club, the SLT team will meet to discuss imminent exclusion from the club.
- If unacceptable behaviour is such that the child is at risk of hurting themselves or others, individual risk assessments are implemented and reviewed.

What happens if a child's behaviour reaches crisis?

We have a duty of care as per the Children's act 1989 to ensure that we act in the best interest of the individual at all times. Decisions will always be made reasonably, proportionately and necessarily. Staff will use 'Team-teach' techniques to physically intervene or restrain children. Team-Teach techniques seek to avoid injury to the pupil, but it is possible that marking, bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the pupil remains safe.

As per the 'Use of Force Guidance', schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit

- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts

All attempts will be made to reduce children's behaviour in reaching crisis. Positive handling, appropriate physical intervention or restraint will be used if de-escalation strategies do not work and a child's behaviour reaches crisis.

Exclusion Procedures

When a child has escalated the above system then an exclusion procedure will start.

▪ **LEVEL 1:**

- 1st and 2nd fixed-term exclusion (typically 1-3 days)
- Parent(s) or carer(s) contacted and informed of the exclusion as soon as possible after the incident.
- Exclusion Level 1 letter is prepared and handed to parents on collection
- Headteacher will complete the following actions:
 - Headteacher meets the child with parent(s) / carer(s) following the exclusion and before the child is readmitted to school.
 - The Emotional Well Being Leader and Headteacher agree and implement Individual Behaviour Programme or risk assessments with the child and the parent(s) / carer(s).

▪ **LEVEL 2:**

- 3rd fixed-term exclusion (typically between 2-5 days);
- Same process as Level 1
- Headteacher discusses case with the Local Authority and a possible meeting will be called with parents and LA to discuss any other options available for the child to access learning – one to one, restricted timetable, managed move etc.

▪ **LEVEL 3 – PERMANENT:**

- Permanent exclusion – the child's place at school will be terminated.
- Same process as Level 1
- Headteacher informs Local Authority

The Headteacher will usually work through Levels 1-3 in order. In the case of serious incidents the Headteacher is authorised by the Governing Body to use whichever step she deems appropriate.

SENd and behaviour

Where a child has identified Special Educational Needs (typically documented by an EHCP) or there are serious child protection concerns which would likely place the child at risk of serious harm if permanently excluded, the Headteacher may refer a case to a Pupil Discipline committee of the Governing Body and to the Inclusion team at Staffordshire County Council to determine whether a permanent exclusion is appropriate.

- Any children with specific social and emotional needs will work with the SENCo and EWL for a tailored behaviour plan/risk assessment where required.

All school staff will:

- Provide a consistent approach across the whole school
- Model appropriate positive behaviour.
- Promote honesty and courtesy by example.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Show appreciation of the efforts and contributions of all within the school.
- Ensure fair treatment of each individual, regardless of age, gender, race, ability and disability.
- Communicate any concerns of a child's Social, Emotional, behavioural concern to the EWL and Behaviour Manager
- Follow the agreed behaviour policy and support each other in doing so.
- Take all children's views into account.

All children will be encouraged to:

- Treat others as they would like to be treated.
- Respect others, regardless of age, gender, race, ability and disability.
- Accept responsibility for their choices.
- Follow the agreed behaviour expectations.
- Follow school rules.
- Demonstrate good manners and self-discipline.
- Take care of their personal appearance and belongings.
- Work collectively within their class.
- Respect school property

Parent/carers responsibilities:

- Support the school so that children receive a clear and consistent message regarding behaviour at home and school
- Support and encourage their child's learning.
- Inform the class teacher or EWL should behaviour concerns arise at home.
- If any issues occur in school that are of concern, please report these to a teacher. Do not approach other parents or children on the playground.
- There is a zero-tolerance policy for the use of inappropriate language, violence and or aggression

towards our staff, pupils or visitors. All incidents will be reported to the police and a ban from the playground may be deemed appropriate.

The Head Teacher will:

- Implement the school behaviour policy consistently throughout the school
- Ensure the health, safety and welfare of all children in the school.
- Celebrate examples of exemplary behaviour with the whole school.
- Support the staff in implementing the behaviour policy.
- Keep records of all reports of incidents of serious misconduct, with action taken.
- Deal with serious, unacceptable behaviour.

Summary

- We will show respect to everyone and consider their views
- We will celebrate our differences.
- We will look after each other and try to be honest.
- We will try to peacefully solve disagreements.
- We will use good manners and be helpful to everyone.
- We will listen carefully to each other and try our very best in all we do.
- We will move around the school quietly and safely.
- We will take care of our school property and belongings.
- We will show respect for ourselves and others

Staff Development

As part of their induction, new staff will be made conversant with this policy for positive behaviour and asked to follow the procedures at all times.

