

Behaviour policy

Nominated Member of Leadership Staff Responsible for the policy:

Cath Thomas Headteacher

Designated Safeguarding Leads:

Cath Thomas Headteacher

Ellie Long Learning Mentor

Named Governor with lead responsibility:

Viv Smith

Date written:

May 2018

Date agreed and ratified by Governing Body :

October 2019

Date of next review:

October 2022

**This policy will be reviewed at least annually,
and following any concerns and / or
updates to National and Local guidance or procedures**

Behaviour Policy

Aim

This policy aims to:

- Provide a consistent approach to behaviour management
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Expectations

All pupils will:

- Feel happy, safe and secure within the school environment
- Have a sense of well-being – physically, mentally and spiritually
- Be motivated to become life-long learners and achieve high standards
- Respect themselves, others and the environment and take responsibility for making a positive contribution
- Acquire the skills to be flexible and adaptable to achieve economic well-being.

Roles and Responsibilities

Children's

- Respect Themselves
- Respect Others
- Respect the Environment

Staff

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

Parents

- To be aware of the school rules and expectations
- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Foster good relationships with the school

School Values

- Koinonia
- Compassion
- Tolerance
- Respect
- Justice
- Forgiveness
- Thankfulness
- Humility

Code of Conduct

Our aims are supported by 6 rules which form the Code of Conduct:

- Listen to each other
- Be kind and helpful
- Look after things
- Be ready to work and do your best
- Be patient
- Be honest and gentle

Promoting Good Behaviour

At Porter Croft we promote good behaviour through:

- Encouraging children's self-discipline
- Helping children to value themselves
- Looking for and reinforcing good behaviour
- Expecting good behaviour
- Raising children's self-esteem
- Providing a values-led education

This is achieved by:

- Giving smiles and praise
- Providing a range of class rewards - which will be used when necessary
- Giving children responsibilities
- Giving individual positive targets
- PSHE/SEAL activities
- Promoting the school values in assemblies
- Children being chosen for weekly 'Good Learning' assembly
- Giving the Citizenship Award to children who uphold the school values

The importance of building good relationships with each other is paramount. We are committed to modelling patterns of good behaviour and use children's own good behaviour as a model for others.

We promote children learning self-discipline in a calm and purposeful atmosphere.

Citizenship Award

Each term, the class teacher will choose a child from their class who has upheld the Code of Conduct in an exemplary way and modelled these values throughout school. This child is awarded with a citizenship badge and a certificate to celebrate their achievement.

Restorative Practices

Restorative Practice aims to manage conflict and tensions in the school community by repairing harm and building relationships; above assigning blame and punishment. It shifts the emphasis from managing behaviour to focusing on building, nurturing and repairing relationships

- **Allow the act (unaccepted behaviour) to be rejected, and focuses on the worth of the person and their potential contribution to society.**
- **Rejects the 'Act not the Actor'. Separates the 'Deed from the Doer'.**

As part of the Restorative Practice process, children and staff discuss the incident and focus their discussion around five questions. The questions aim to find out what has happened to cause the incident and to support the child to reflect on their actions and how their actions can affect others.

Restorative Practice questions

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who else has been affected by what you did?
- What do you think needs to happen to make things right?

Classroom strategies

1. Given a clear choice using 'Stop! Think! Choose!' strategy
2. Given a final chance
3. Moved to another seat/part of yard
4. Moved to another class (for a given time)

Further action may be taken as follows:

- Some incidents may result in the child missing one or more playtimes.
- All incidents that are racist in nature will be recorded and passed to the headteacher/deputy head who will record it on RHIMS according to Sheffield CYPD policy.
- When a child has been injured as a result of a child's inappropriate behaviour, the child will be sent to the headteacher/deputy. The parent/carer will be notified of the incident.
- Incidents that have not been witnessed in full by an adult will be thoroughly investigated so that all pupils involved are heard and agree on the sequence of events. This will be conducted through the restorative practice structure.
- We operate a zero-tolerance policy to fighting, including playfighting and aggressive behaviour. Any incidence of fighting will result in the child missing recreational time. This is to give children time to reflect on their actions. In the event of repeated or serious incidents, parents may be contacted and asked to take the child home for the rest of the day.
- On rare occasions, it may be necessary to restrain a child in order to maintain their own safety. Whilst physical intervention may sometimes be necessary it is a last resort. In the event of such a need, safe handling techniques are used. Staff have had

professional training in the use of these techniques. This will result in a care plan being put into when necessary.

- On very rare occasions, an extreme behavioral problem or incident may lead to a fixed, long-term or permanent exclusion.

Where a child is regularly having incidents of unacceptable behaviour recorded, indicating a change in their normal behaviour, then a Target Report Card will be issued.

Target Report Cards

- Report cards may be issued by the head or deputy, or the class teacher (after consultation with the head or deputy). Targets will be explained and agreed by the child.
- Parents will be informed orally or, if this is not possible, by 1st class post that a Target Report card has been issued and given the opportunity to arrange an appointment to discuss the target report card with the head.
- Children on a Target Report card will be listed in the staff room. This is to enable all staff to offer support for the child on report.
- Every break time and lunchtime children must hand in their Target Report Card to duty staff at the start of break times for completion at the end of the break time.
- A child who fails to hand in his/her card at break time will have this recorded on the card.
- Parents/carers will be expected to sign the Target Report Card each evening
- Target Report Cards will be used to monitor behaviour over a two-week period. This is the opportunity for the children to improve their behaviour. Where there is no change/improvement in behaviour at the end of the two weeks, the situation will be reviewed and a Pastoral Support Plan (PSP) may be issued.

Pastoral Support Plan

A Pastoral Support Plan is a 16week school based intervention to help individual pupils manage their own behaviour. It is for pupils who are having difficulty following the school Behaviour Policy and for pupils who are at serious risk of a fixed, long-term or permanent exclusion.

Zones of regulation

This is a whole school system that children can use to help self-regulate their feelings, emotions and sensory needs. Different emotions are coloured coded into red, green, blue and yellow zones, each with their own tool kit of strategies to regulate these emotions. The Zones of Regulation provide a common language and compassionate framework to support positive mental health and skill development throughout the whole school.

Corona virus-June 2020 Amendment

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their class 'bubble' or behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people.

The following sanctions and disciplinary procedures could be used:

- Conversation with pupil which could include a verbal warning, moving seats if possible and other behaviour management strategies in line with our current behaviour policy.

- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion may be applied in line with Exclusion guidance.