



Behaviour Policy

At Southbury, we are proud of the high standards of behaviour achieved by our pupils. Good behaviour and considerate manners are actively promoted by all staff throughout the school. We are a values based school and teach and promote values which we believe are essential to our pupils becoming fully engaged members of our community.

Aims

1. To support teaching and learning.
2. To create a safe, happy environment for all.
3. To promote pupil's level of self-esteem that will in turn lead to positive, considerate relationships with others.
4. To provide consistency of approach across the school.
5. To provide appropriate means of dealing with behaviour as it occurs.
6. To be clearly understood by all members of the school community and parents.
7. To promote British Values.

Effective Behaviour Systems:

1. are easy to follow/implement and remember.
2. involve all adults in school.
3. recognise the positive as well as the negative.
4. provide rewards for all.
5. have consistency of approach.
6. allow all staff to contribute to record-keeping
7. have a clear hierarchy/progression of sanctions and rewards.
8. differentiate between serious and low-level behaviours.
9. allow for some flexibility by age-group, whilst not losing the consistency of a whole-school approach.
10. have parental support.
11. involve close contact and support between staff.
12. allow for contact with external agencies. (e.g. BSS)
13. make expectations clear to children on a regular basis.
14. give ownership to children for their behaviour.
15. are reviewed regularly.



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Behaviour Rules

(To be displayed in all classrooms)

1. We listen carefully to whoever is speaking, without interrupting.
2. We follow instructions the first time that they are given.
3. We are kind, thoughtful and gentle at all times.
4. We respect other people's property and their feelings.
5. We use positive, kind, respectful language.
6. We show tolerance and empathy to other members of our school community.

Rewards (Given by any adult in school)

1. Praise.
2. Sticker or class/team point to be added to sticker/tally chart on classroom wall.
3. Teachers will note and praise those children who receive no warnings in a week and may reward this.
4. Behaviour award in assembly - one per class, per week.
5. Weekly letters and certificates (kind behaviour, improvement, good homework record etc.)
6. Praise Pads available to send a note to parents about good behaviour.
7. Individual teachers may organise reward systems for their classes in addition to the whole school policy (e.g. points for lining up, quietest class leaving assembly etc.).
8. Focus value: child's name written and displayed in the classroom when seen achieving focus value.

Consequences (Marked as "warnings" on the class tracking sheet with a code)

1. Warning. (Backed up by discussion between adult and child)
2. Second warning. Move away from other children to work.
3. Third warning. Detention. (Complete slip).
4. Fourth warning. Referred to DHT.
5. Fifth warning - Referred to DHT or HT.

There are separate procedures for dealing with serious incidents. See later.

The class teacher or DHT may contact parents when 4 or 5 warnings have occurred in a day, depending on the seriousness or persistent nature of the behaviour. This may also happen if a child regularly receives two or three warnings in a day, giving cause for concern.

Playground misdemeanours may result in the lack of privileges e.g. banned from playing football.



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Detention

- Held in the Junior Hall, (usually by DHT) for unacceptable behaviour only. (*Teachers should supervise children themselves for unsatisfactory work*).
- Children must bring a detention slip with them, filled in by a teacher.
- Unsafe or disruptive behaviour on the playground, or around school, will result in a morning detention. Children may be sent in from the playground.
- A standard letter will be sent to parents if their child has been in detention for three times during a half-term period. DHT will begin to monitor the child's behaviour on a daily basis until an improvement is seen.
- If a further three detentions happen in the same half term, the parents will be called to a meeting with DHT and the class teacher.
- Children who do not behave appropriately in detention will be required to do another detention the next day.

Time Out

A child may be sent for a short period of "Time Out" to another class, (10-15 mins maximum), to try to refocus the child on positive patterns of behaviour. Another reason a child may be sent to another room for a short period of time is if they have lost their temper and need time to calm down. They are to be taken to another classroom by a Teaching Assistant who will inform the member of staff of the reason why that child is being sent to them and then will be collected by the Teaching Assistant after the 10-15 minute period.

Wet Playtime Rules (To be displayed in the classroom)

You may:

1. Talk quietly
2. Read
3. Finish work
4. Play with games sensibly
5. Draw on scrap paper
6. Sit on the carpet or on a chair at a table

You must not:

1. Run around the room
2. Leave the room
3. Use the computer
4. Use scissors and glue
5. Write on the white boards
6. Use neat paper or card
7. Play with balls or other outdoor equipment

All wet playtime activities must be packed away carefully as soon as the bell is heard or when instructed by an adult.



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Behaviour around the School

- Class teachers collect their classes promptly from the playground and other staff stand at designated positions in the corridors or by the doors, giving stickers/points to children who are behaving well.
- Children are expected to enter the school building from the playground **in calm and settled manner**.
- Children who do not enter the building in the expected manner will be issued with sanctions, as mentioned earlier.
- Class teachers establish a class order for lining up at the beginning of the school year, **ensuring that children with a poor record of behaviour are separated**.
- Class teachers collect their classes promptly from assembly and settle their pupils before sending them outside to play.
- Teachers are responsible for the class line when moving about the school, using established stopping points (playground markings, doorways etc.) and creative strategies (e.g. pretending to be mice, bumper-to-bumper).
- All staff are expected to be active in monitoring children's behaviour during assembly. There is a collective responsibility to ensure that silence is maintained when leaving assembly and in the corridor back to class.
- The teacher stands **at the classroom door** when dismissing the class, so as to be able to monitor behaviour in the classroom **and** in the corridor at the same time.
- Whenever possible, junior teachers will escort their classes to the playground at the end of the day (as infant teachers do) in order to maintain expectations about behaviour outside.

Playground Rules (To be displayed in all three playgrounds)

1. We follow instructions given by any adult in the school.
2. We play happily and allow other children to join our games.
3. We look after and return any equipment that we have borrowed.
4. We ask an adult before going into the building for any reason.
5. We do not fight, play-fight, wrestle, kick, push or pull at other children.
6. We do not climb or lift other children up.
7. We inform an adult straight away if we have a problem.
8. We do not swear or use offensive language of any kind.

The teacher on duty may send children, whose behaviour is unsafe or seriously disruptive, into detention during morning playtime (and during the afternoon playtime for infants).

Children must ask an adult before going inside to the toilet.

At 8.55am, the end of break and lunchtime, the teacher on duty blows a whistle or rings a bell. The children immediately line up in class groups quietly **and in their lining up order**. All children are expected to enter the building calmly, in single file. Time spent outside lining up should be kept to a minimum.



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Dinner Hall Rules (To be displayed in the dinner hall)

1. Walk in quietly.
2. Line up without playing or pushing.
3. Talk in a quiet voice to the children who are near you.
4. Do not talk with your mouth full
5. Stay on your seat, facing the table, until you have finished eating.
6. Clear up after yourself and help to keep the dinner hall tidy.
7. Be polite to the mid-day supervisors. Remember to say "Please" and "Thank you" at all times.
8. Remember to have a drink with your dinner and try not to waste food.

Lunchtime Rewards and Consequences

- Adult play leaders will follow all aspects of this Behaviour Plan and may give out stickers for good behaviour. (The DHT also has stickers to reward children who are seen eating healthy foods, demonstrating good manners etc.).
- Incidents of unsatisfactory behaviour are recorded by the adult play leaders on incident sheets. As far as possible, adult play leaders try to resolve difficulties on the playground themselves.
- If an incident is more serious, a child is referred to the senior adult play leader, who may then refer him/her to a member of SMT
- Serious incidents of fighting, rude language etc. will result in a lunchtime detention the next day with DHT
- DHT or HT will decide which children should be in lunchtime detention. If class teachers judge that a child should miss their lunchtime play for serious bad behaviour, ***they must first agree this with DHT.***
- A standard letter will be sent to parents if their child has been in lunch-time detention for three times during a half-term period.
- Individual pupils may be required to attend a lunchtime club for a fixed period of time to support the improvement of their behaviour.
- Children who behave inappropriately playing football will be banned from playing it for a period of time.



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Play-time/lunch-time systems for promoting positive behaviour

- Year 6 play leaders are taught simple, active playground games, which they are able to use with a group of infant children at lunchtime. They wear bright yellow caps for easy identification. The adult play leader supervises the Year 6 playleaders.
- Indoor lunchtime clubs are offered to pupils in KS2. The lists are made up each day, *priority being given to children who have been identified as "vulnerable" that day by their class teacher or the DHT*. Children are given passes for early lunch and *are collected from their playground* by the adult leading the club.
- Playgrounds are "zoned" with cones for both play times, to allow both football and other play activities to take place. Classes and Year groups are allocated certain days when they may play football.
- Children may only play with appropriate equipment/toys on the playground. (Balls *must* be sponge/soft.)
- Children who wish to play football in the junior playgrounds at lunchtime must refer to the supervisor and wear sports bibs. Children are responsible for helping to referee and organise the games.
- Children who borrow play equipment are responsible for its safe return. Monitors are used to help keep losses to a minimum.

Pastoral Support

In addition to the above, all members of staff are committed to the welfare of the children and are sensitive to the needs and ages of the pupils. We have a preventative and proactive approach to supporting behaviour which includes lunchtime clubs and identified adults being available to support the emotions and behaviour of individual pupils.

Record Keeping

- The Behaviour Rules are displayed prominently around the school.
- Classroom and wet play time rules are displayed in each classroom.
- Each class has a reward chart (tally, sticker, coloured boxes etc.) on the wall showing the individual children's names. A record is kept of those children who do not receive any warnings during the week.
- A photograph of each child is taken in September, to be kept by the class teacher and used for displaying who is the latest recipient of the class behaviour award.
- Day-to-day tracking of unsatisfactory behaviour is recorded daily and inputted weekly on a behaviour monitoring tracking sheet. Other adults may contribute to this record (e.g. for behaviour in Maths groups, on the playground, in the corridors etc.)
- In Reception and for older children who regularly misbehave, their behaviour is recorded on Behaviour Incident sheets.



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- Lunchtime incidents are recorded on play leader incident sheets. Warnings issued at lunchtime are communicated to the class teacher and are recorded on the class tracking sheet in the usual way.
- **Serious** incidents of unacceptable behaviour are recorded on an individual record sheet, and stored in the class behaviour folder.
- Some children may have more detailed, on-going notes kept on them (e.g. as part of their SEND action plan) Teachers may adapt a system of their own for the individual child and this will usually involve the setting of individual, specific targets.
- A list is kept in the behaviour folder of children chosen to be star of the day/week.
- The Behaviour Charter is sent home to parents during the first week of the new school year.

Trip Rules (To be discussed with the children prior to any off-site trip)

This is a summarised list of more detailed points that will be covered with the children:

1. We follow instructions promptly at all times.
2. We sit down on the coach with seat belts fastened for the whole journey.
3. We know who our group leader is and stay with him/her.
4. We behave responsibly and safely at all times.
5. We represent Southbury School by behaving and speaking politely to everyone we meet.
6. We only bring the items that have been agreed before the trip.
7. We wear appropriate clothes and shoes, as instructed.

If a child has three incidents (or one extremely serious incident) logged in the month preceding a school trip, s/he may not be allowed to attend, for safety reasons and will have to spend the day in school instead.

(NB it is also a good idea to inform the parents of these expectations by including the trip rules in the final trip letter.)

Sanctions for Serious Disruptive Behaviour

Context

For most children, the agreed behaviour plan, with its system of rewards and consequences, will be sufficient for maintaining good standards of behaviour. There are some children, however, who at times **willingly** disrupt the classroom or act **defiantly** against adults' wishes. At Southbury Primary School, we believe that this type of behaviour is unacceptable and that decisive sanctions must be used to emphasise the high standards of behaviour that we expect in school.



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Unacceptable behaviours include:

- Wilful aggression towards another child or adult.
- Wilful damage to personal or school property.
- Intentional swearing or racist name-calling to a child or adult.
- Explicit, defiant rudeness to an adult.
- Refusal to follow an adult's instruction. (e.g. to leave the room.)
- Stealing.

Action

This behaviour will be logged and dated and the form kept in the class behaviour folder. DHT/DHT/HT/Inclusion Manager will telephone the parents on the same day to inform them about the incident. Subsequent incidents will be logged on the same sheet. (***Very serious incidents will incur an immediate, fixed-term exclusion from school.***)

- After the ***third*** incident, the child will be referred to DHT/DHT and the parents will receive a standard letter kept in the behaviour folder.
- After the ***sixth*** incident, the child will be referred again to DHT/DHT and parents will be sent a second letter.
- After the ***ninth*** incident, DHT or HT will call the parents into school, to discuss the seriousness of the situation. An individual support plan/individual provision will be considered.
- After the ***twelfth*** incident, the parents will be called into school again and the child may be excluded for a fixed term.

Following the exclusion, if there are any more incidents, a new Serious Behaviour form will be started and the same procedures followed as above. For serious incidents the usual warning and detention system is replaced by more serious sanctions to be decided by DHT/DHT and/or HT. In most cases, the child will not be allowed onto the playground for a number of days and may be placed in another class for a short period of time. At all times, the school will work hard to support the child and encourage him/her to behave in a positive, responsible manner, demonstrating the school values.