

# Sandford Hill Primary School

# Behaviour Policy



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**Introduction:**

Staff at Sandford Hill Primary School have high expectations of behaviour at all times. The school motto of “**Thoughtfulness and Respect**” helps foster discipline and mutual respect between pupils and between staff and pupils and is at the heart of this policy. As well, the policy acknowledges the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

**Aims:**

To create the conditions for an orderly, safe and happy community in which effective learning can take place and in which there is mutual respect between all stakeholders, clear guidance needs to be established, understood by staff, parents and pupils, and consistently applied.

Encouraging a sense of responsibility, self-discipline and to develop our pupils as good citizens of the future all children should know, understand and abide by our **Golden Rules**. These are set out in our Home School Agreement, which stakeholders sign as the children begin their Sandford Hill journey. The Golden rules are displayed prominently around school and are regularly referred to:

**Golden Rules** (displayed in the classroom and prominently around the school):

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

The **Golden Rules** are embedded through positively praising pupils for making the ‘right’ choices about behaviour.

**Classroom Management**

Within classrooms and around school staff will:

- Use descriptive praise to emphasise and reward good behaviour
- Have high expectations of behaviour
- Deal fairly and consistently with unacceptable behaviour – referring to the **Golden Rules** – and remembering that it is not the child that is disliked, but a specific action
- Avoid punishing whole groups for the activities of individuals unless there are exceptional circumstances
- Speak to pupils in a respectful tone and model good relationships in front of children
- Ensure pupils maintain formality using ‘Miss’, ‘Mrs’ or ‘Mr’ followed by the adults surname when answering
- Be organised and provide well resourced lessons and differentiate work to meet the needs of all learners
- Meet and greet children in corridors, cloakrooms or the entrance to class
- Maintain a **Behaviour Book** and inform Senior Leaders and parents of any problems where appropriate

**Behaviour Books**

Class teachers keep records of behavioural incidents in a **Behaviour Book**. Each member of staff, who has dealt with a behavioural issue, is responsible, in consultation with the class teacher, for recording the incident in the Behaviour Book. The Behaviour Leader will initiate a cycle of monitoring, to review class Behaviour Books, and share information about behaviour across the school with Senior Leaders and Governors. At the end of the school year, the Behaviour Leader will collect each class' Behaviour Book and safely and securely store them for future reference.

In addition to this, e Safety incidents may also be recorded in Behaviour Books. When incidents related to e safety are logged, a copy of the log will be handed to the e Safety Leader. The e Safety Leader will initiate a cycle of monitoring, to review class Behaviour Books, and share information about e Safety behaviour across the school with Senior Leaders and Governors. As well as this, Senior Leaders record behavioural incidents, which have they have investigated, within a Behaviour Folder, which is kept in the Headteacher's office.

**Rewards:**

Verbal praise and 'Dojos' are our main reward system; ensuring pupils' achievements are immediately recorded and shared. Class Dojos are highly visible on the interactive whiteboards and children are encouraged to make the right decision with regards to their behaviour. Using 'Dojo' points allows children to celebrate a positive behaviour or reflect on poor choices. By encouraging the children to select their own Dojo it allows the children to deepen their understanding that behaviours are always their responsibility. Children understand what is not acceptable and the teachers deal with the majority of unwanted behaviours at this stage. Children who demonstrate good learning behaviour are able to choose a reward from 'The Dojo Shop' once a 'reward milestone' has been reached. Rewards are shared with the children and are displayed on the school website.

Children who demonstrate good learning behaviour throughout the whole of each week are rewarded with a behaviour sticker that is placed next to their name on a class Behaviour Chart. Once a child has achieved ten stickers they are able to choose a reward from the 'Dojo Shop'.

To maximise the opportunities to praise and celebrate the achievement of children, individually or as part of a team, staff also operate a wide-range of additional rewards:

- All children can be awarded **stickers** to reward them for their individual efforts. Stickers can also be converted into Dojo points
- **Early Years and Year 1** will also each day choose a **Special Helper** to assist with daily routines
- At the end of each week a number of children in each class will be awarded a **certificate** from the teacher to recognise their efforts during the week
- Pupils are also regularly sent to the **Headteacher** to share their successes and receive further reward
- **Postcards** are sent home weekly to a child in each class in recognition of their hard work during the week
- **The Tony Hughes Award** is presented weekly within each class to a pupil, who has shown "Thoughtfulness And Respect"
- At the end of each term a child in each class is awarded **The Headteacher's Star Award** to recognise their endeavours throughout the whole term
- At the end of each term several children in each class are awarded **Merit Certificates** from their teacher to recognise their endeavours throughout the whole term
- A special Headteacher's medallion is presented to a child in each class each term

- Each Key Stage also holds annual **Awards Assemblies** where books and individual certificates are presented.
- **Golden Time** Children receive 1 minute of Golden Time for every 2 dojos they earn throughout the week. (e.g. Child A earns 30 dojos in 1 week. This equates to 15 minutes worth of Golden Time. Child B earns 28 dojos in 1 week. This equates to 14 minutes worth of Golden Time etc.) During KS2 Golden Time, children will be expected to participate in 'maths', 'English', 'problem solving' or 'strategy' based activities. For example: Top Trumps, Connect 4, maths apps & English apps on iPad, scrabble, chess etc.
- **Lunch Pass** The child who earns the most dojos throughout the week, will be given a 'Lunch Pass'. This entitles the child to go straight for their lunch at the front of the queue for the whole of the following week. The child will also be allowed to take 1 friend with them. Children who have earned the most dojos and have been given a 'Lunch Pass' will eat their lunch on a separate table to the other children. A 'special' table which will have, for example, a table cloth, napkins etc.

### **School Council.**

Each class has an elected Year 6 representative on the School Council, and regular opportunities are provided for school councillors to seek and collate the views of their peers, and share discussion and actions direct from School Council meetings.

### **Sanctions:**

When poor behaviour is identified, staff should implement sanctions proportionately, fairly and consistently. There may be occasions when staff, in consultation with the Behaviour Leader or Assistant Head/Headteacher, contact parents/carers of children to discuss issues related to behaviour.

Sanctions may vary according to the age of the child and will be carried out if a child:

- Breaches the **Golden Rules**
- Affects the health, safety and welfare of others
- Does not work as hard as we expect him/her to

### **Examples of Unacceptable Behaviour include:**

- Talking when a child is expected to listen
- Shouting out or persistently interrupting
- Not working as hard as expected, being off task or distracting others
- Incomplete Homework (unless a valid reason given by an adult: verbal or written)
- Leaving their chair or classroom without permission
- Leaving work areas or cloakrooms in a mess
- Running where children should be walking

### **Sanctions for Unacceptable Behaviour may include:**

- A 'look' from a teacher or adult when appropriate ensuring the child is aware
- Verbal warning or reminder

- Loss of part of the child’s break-time or lunch-time to repeat unsatisfactory work until it meets the required standard
- Loss of points on the ‘Class Dojo’ system.  
If a child has to put their name on ‘ORANGE’ they will not earn a dojo for that session/s.  
If a child has to put their name on ‘RED’ they will not earn a dojo that that session/s and will also have to go to timeout.

**Examples of severe Unacceptable Behaviour include:**

- Refusing a request from an adult
- Answering back/Cheeking an adult
- Physically/Emotionally hurting another person
- Using racist / homophobic language
- Swearing
- Bullying
- Deliberately damaging property
- Stealing

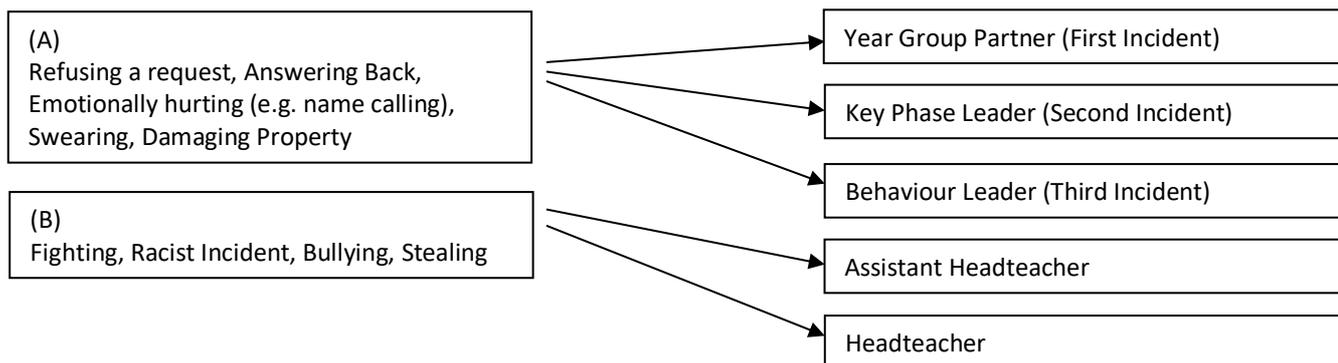
**The use of reasonable force:**

There are rare occasions when a member of staff may have to use reasonable force to protect pupils from injuring themselves, others or causing damage to property.

**Sanctions for Severe Unacceptable Behaviour may include:**

- Missing playtime or lunchtime to write lines or a letter of apology
- Loss of privileges (attendance at extra-curricular clubs, Youth Club, representing school teams not being able to participate in a non-uniform day)
- School based task - such as picking up litter; tidying a classroom or helping clear up the dining hall
- Removal from the class from a short period of time
- Placing on a ‘Behaviour Diary’ or ‘Behaviour Contract’
- Temporary or permanent exclusion

\*Referring a child to another staff member due to above behaviours:



**Referring a child:**

**Year Group Partner:** A child will be referred to a Year Group Partner if sanctioned for behaviours in Box A and it is the first time that child has demonstrated that behaviour.

**Key Phase Leader:** A child will be referred to a Key Phase Leader if sanctioned for behaviours in Box A and it is the second time that child has demonstrated behaviour within 1 week.

**Behaviour Leader:** A child will be referred to the Behaviour Leader if sanctioned for behaviours in Box A and it is the third time that child has demonstrated behaviour within 1 week.

**Headteacher/Assistant Headteacher:** A child will be referred to the Assistant Headteacher or Headteacher if sanctioned for behaviours in Box B.

**All referrals are to be recorded in Class Teacher's Behaviour Book.**

In the event of severe unacceptable behaviour that seriously breaches the Behaviour Policy, the pupil may be excluded for a set period of lunchtimes or a fixed period of days. In the event of the latter, homework will be set and the school will follow the guidance from the Local Authority. However, there are exceptional circumstances in which a school may want to decide to expel a pupil for a 'one-off' offence.

**'Risk of Exclusion' agreement:**

In a minority of cases the School's Behaviour Policy will prove ineffective in providing a solution for unacceptable behaviour. There will be pupils who repeatedly display inappropriate behaviour or unacceptable behaviour over a period of time, which results in them, being at risk of exclusion, either fixed term or permanent. In these cases a 'risk of exclusion' agreement will be drawn up by the Headteacher and shared with the pupil and their parents.

- The aim of the agreement is to agree the boundaries for behaviour for individual pupils in order to prevent future exclusions
- The agreement will set out particular inappropriate or unacceptable behaviour and the sanctions to be applied
- All parties will be required to sign the agreement
- The local authority exclusions team will be notified
- Following any exclusion there will be a re-integration meeting involving all appropriate agencies

**Staff Development and Support:**

New members of staff and work experience students are given a handbook during their induction session that sets out expectations, routines and practices. The school places a high priority on professional development and staff training and support is facilitated to ensure high standards of pupil behaviour. Teachers are also encouraged to read 'Getting the Simple Things Right', which can be found at [www.gov.uk](http://www.gov.uk) This is a checklist of actions to encourage good conduct in pupils and was created in 2011 by Charlie Taylor, the government's expert adviser on behaviour.

**Pupil Support Systems:**

Maintaining strong relationships between pupils and adults is key in encouraging children to talk to staff about any concerns that they may have. A display board will clearly identify to children the school's Safeguarding Team and through assemblies and P.S.H.E. lessons, pupils will be reminded of the adults in school with whom they can discuss any concerns. A Worry Box will also be made available next to the Safeguarding Display Board. The Transition Leader in school will ensure that opportunities are provided for smooth transition between key stages or year groups. Systems of support relating to incidents of 'bullying' are detailed within the school's **Anti – Bullying Policy**.

**Liaison with Parents:**

As well as being kept informed of any particular incidents or instances of unacceptable behaviour parents should also undertake to support the school's rules, Behaviour Policy, values and general ethos.

**Special Needs:**

In exceptional cases, it would be necessary to take action, helping modify anti-social behaviour and negative attitudes towards school. Under the **Special Needs Code Of Practice**, if there were a difficulty with a certain child, it would be known and shared by the personnel involved. Children who require this intervention would usually be on a Home-School Behaviour Diary, where the use of points/merit stamps are used with achievable targets set over a period of time. Such cases are reviewed regularly, as pupils are included in the SEN Register. The Educational Psychologist can also be involved with children who present more challenging behaviour. He/she is able to work with the child and also offer advice to school and parents.