



# Southcoates

## Primary School

# Behaviour Policy

**Date policy  
produced:** December 2019

**Produced  
by:** Edward Chamberlain

**Date policy  
approved:**

**Date policy  
due for  
review:** Autumn Term 2021

## **Intent**

The aim of our policy is to establish within the principles of a supportive academy environment, an appropriate framework, in which our academy can ensure effective learning and teaching practices, by implementing strategies for managing behaviour.

We recognise that all pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Therefore, staff and volunteers must not use any form of degrading treatment to punish a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation. Shouting aggressively or hectoring is not acceptable in any situation. Deliberately intimidating pupils by an overwhelming physical presence is not acceptable in any situation. (Guidance for safer working practice for those working with children and young people in education settings, September 2015)

We believe therefore, that it is essential to recognise and celebrate the positive behaviours and achievements in our academy community. Pupils need to see themselves as having an important role in ensuring that their school environment is a safe, pleasant and happy place to learn.

At Southcoates Primary Academy, we emphasise the partnership between home and school and the role of each in preparing our pupils for the next phase in their learning and for life. We recognise the importance of parents as partners in their children's education. We place a strong emphasis on keeping parents informed through all stages of behaviour management, including when celebrating the positive.

The policy has been developed, with a strong focus on strategies to manage problem behaviours and to support and encourage the development of positive behaviours in our school.

### **1 Aims and Expectations**

- 1.1 It is a primary aim of our academy that every member of the academy community feels valued and respected, and that each person is treated fairly and well. We are a supportive and positive community, whose values are built on mutual trust and respect for all. The academy behaviour policy is, therefore, designed to support the way in which all members of the academy can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The academy has a limited number of rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to work together in an effective and considerate way.
- 1.3 The academy expects every member of the academy community to behave in a considerate way towards others. To reinforce this rules are linked to rights and responsibilities. **(See appendix 1)**
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 The academy rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. We aim to ensure that every child is able to achieve to their full potential.

## **2 Scope of the policy**

- 2.1 This policy applies to all children registered at or visiting the academy. It relates to all incidents that occur on the academy premises or during in academy time (trips and visits, etc.). In line with Section 89 of the Education and Inspections Act 2006, it also applies to poor behaviour not on the premises or under the lawful control of school staff. This could include incidents on the way to and from school, or incidents at other times which impact on the life of the academy; the welfare of children; the emotional well-being of children.
- 2.2 This policy also incorporates 'Guidance for safer working practice for those working with children and young people in education settings, September 2015'.

## **Implementation**

### **3 Rewards and Sanctions**

- 3.1 Our emphasis is on rewards to reinforce good behaviour rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. However, personal gifts must not be given to pupils. This could be misinterpreted as a gesture to bribe, single out or groom the child; it might be perceived that a 'favour' of some kind is expected in return. Therefore, any reward given to a pupil is consistent with this policy.
- 3.2 Although we feel that rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the academy community.
- 3.3 The academy acknowledges all the efforts and achievements of children both in and out of the academy. These achievements are recognised with certificates in the celebration assembly each week. To follow the academy and classroom codes we have systems in place to monitor both good and unacceptable behaviour.
- 3.4 **The Traffic Light System:**  
This is used throughout the academy from Reception to Year 6. See Flow Chart **(Appendix 2)**

The children are expected to follow the Academy rules and this is tracked using traffic lights whereby the children's names are displayed on a green card and remain there unless they have had to be spoken to. The class teacher will make a record of children issued with red cards on their class log sheet. Children issued with red cards are sent to a discipline partner for the remainder of that lesson **(see Appendix 3)**. At the start of a new lesson, all children begin in green again.

	<b><u>GREEN</u></b> I made the right choices and got moved back to green!	<b><u>AMBER</u></b> I did not do enough to get back in to green but did not make things worse.	<b><u>RED</u></b> I made the wrong choices and was moved to red.
<b>Early Years</b>	All children start each lesson in green.	Children are given time out to reflect on their behaviour.	Moved to 'Red' if behaviour continues or escalates. Time out extended.
<b>Yr 1 / 2</b>	All children start each lesson in green.	Children are asked to move their name to amber against the picture for the rule broken. (Their name is moved back to green if the situation is resolved)	Moved to 'Red' if behaviour continues or escalates. Rule broken is ticked and a comment is added if needed. Child is sent to the class discipline partner for the remainder of the lesson.
<b>Yr 3 / 4</b>	All children start each lesson in green.	Children move their name to amber. Reflection sheet given with the rule broken ticked. <b>(See Appendix 4)</b> Child is asked to detail how they are going to resolve the situation.	Moved to 'Red' if behaviour continues or escalates. Rule broken is ticked and a comment is added if needed. Child is sent to the class discipline partner for the remainder of the lesson.
<b>Yr 5 / 6</b>	All children start each lesson in green.	Children move their name to amber. Reflection sheet given with the rule broken ticked. <b>(See Appendix 4)</b> Child is asked to detail how they are going to resolve the situation.	Moved to 'Red' if behaviour continues or escalates. Rule broken is ticked and a comment is added if needed. Child is sent to the class discipline partner for the remainder of the lesson.

Children who show exceptional behaviour and work are recognised in the weekly reward / 'Good Work' assembly. Their class teacher tells the assembly what they have excelled in to achieve this and they receive a white token to put in their 'House' Team collection box in the assembly.

### 3.5 **Early Years:**

In the Early Years Reception classroom children are introduced to the Traffic Light system. All children begin each session in green. Rules for Green behaviour are agreed at the beginning of Autumn One. Children who first breach the classroom rules are given a 'verbal warning'. It is explained clearly which rule has not been met. The

practitioner dealing with the behaviour speaks calmly and positively, encouraging the child to 'stay in Green'.

If the same child should break any of the classroom rules for a second time, that child cannot stay in Green. The child is told to move their picture from the Green inner circle of the traffic light display and place it on the Amber outer circle. It is discussed clearly and calmly how the child can 'get back into Green' – the child is encouraged to decide which behaviours will achieve this. Reassurance is given when the child is still in the circle. They are not in Red. The child continues with the classroom activities.

If the same child should break any of the classroom rules for a third time, that child must be put in Red. The child is told to move their picture from the Amber outer circle of the traffic light display and place it on the separate Red circle. When a child moves into Red. They must be calmly told that they need a 'time-out'.

Time-Out is done during 'Choosing Time'. A child is given an allocated place to sit and reflect (usually their pastoral group carpet area unless this area proves to be too stimulating). Time-Out is usually 11 minutes unless longer is needed i.e. if an angry or frustrated child needs time to calm down before they are able to reflect for the full 11 minutes.

Once Time-Out is complete then the practitioner who dealt with the incident explains, in a positive way, the behaviours that are expected. The child places their picture back into the Green inner circle of the traffic light display and may 'choose their learning' as normal.

If the negative behaviours are displayed during focused/adult-lead activities, the child must be relocated to a place that might help deter the behaviour. If a child moves into Red during focused/adult-lead activities a Nursery Nurse/supporting staff member must sit with the child, passively supporting the child to access the learning.

Time-Out cannot be served during focused/adult-lead activities.

No matter how well a child behaves, once they are placed in Red, they cannot be moved to Amber or Green unless Time-Out has been fulfilled.

Persistent 'Red offenders' must have their parents informed.

A personal behaviour plan (ie behaviour chart) may be required.

### 3.6 **Outside the classroom:**

The rules are followed throughout the whole academy to monitor and enforce what behaviours are acceptable around the school and outside on the playground.

However, the system will be superseded if there is a serious incident, for example, bullying, physical violence and abusive language, in these instances the matter will be dealt with immediately by the Vice-Principal or Principal.

#### **Lunchtime:**

During lunchtime, a child not following the rules is sent to the main hall for a 'time out' period of up to 15 minutes during that lunchtime. Any incidents that occur towards the very end of the lunchtime period, the lunchtime supervisor must inform the child's class teacher and the teacher will decide when the child has the time out as it may need to be carried over to the next break time.

Lunchtime staff must report any incident to the senior supervisor who will determine whether or not it needs recording on to our electronic recording system – CPOMS (Child Protection Online Monitoring System).

#### **Monitoring:**

Reflection sheets will be monitored by class teachers and phase leaders. If a child consistently receives reflection sheets/red cards in a short space of time, parents will be contacted to discuss this. If the child's behaviour continues to be an issue the Principal or Vice Principal will contact parents to arrange a meeting to discuss the child's behaviour.

The Safeguarding Team meet on a weekly basis to review all entries on CPOMS. They determine what action, if any, needs to be taken and who will carry this out.

### 3.7 **Gold Tickets and Rewards:**

Gold tickets are given to a child for outstanding and consistent good behaviour or to acknowledge acts of kindness in school. They are also awarded for: politeness, good manners, team work, perseverance, effort and excellent work. Gold tickets can be given in assembly, during break times and in lessons; **all** staff are able to award gold tickets. A record of Gold tickets earned is kept by the teacher across the academic year. They are recorded on a class log sheet each day and when a child has earned 10 they are awarded the red certificate in assembly on a Friday. They can continue to earn certificates the more gold tickets they earn. Each term, a 'Gold Ticket Shop' is set up for children to be able to 'spend' their gold tickets and receive rewards. A class log is kept in each class room. The class teacher ensures that this is kept up to date and matches the number of cards. Results are collected in each term. The class, in both key stage one and key stage two with the most gold tickets and least red cards will receive a special reward at the end of each term.

### 3.8 We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children on a continual basis by the use of stickers, stamp charts, praise pads and descriptive praise (written and verbal).
- During the term, class teachers nominate a child from their class to receive a 'good work' certificate for consistent good work. The children receive this in a Friday assembly and have the opportunity to show examples of their work. All of these children also have the chance to receive a reward in a lucky dip.

OR

There is a class assembly each Friday where each child has the opportunity to share their work and talk about what they are proud of. Each class does at least one assembly a term.

- The traffic light system which is in place is monitored on a weekly basis and the number of reds announced in assembly. The Principal and Vice-principal monitor this and visit children across the week if they have been in red.
- Children who have been placed in 'outstanding' are awarded a white token to go in the house team jar.

### 3.9 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is dealt with according to the procedures outlined in our anti-bullying policy. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the parents and seeks an appointment in order to discuss the situation with a view to improving the behaviour of the child.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

### 3.10 The class teacher discusses the academy rules with each class. In addition to the academy rules, each phase has its own classroom code, which has been agreed by the children and displayed on the wall of all classrooms. In this way every child in the

academy knows the standard of behaviour that we expect in our academy. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class. This can take place during circle time and PSHCE lessons.

- 3.11 The academy does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See 'Anti-bullying Policy')
- 3.12 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our academy do not hit, push or slap children. The law and guidance for schools states that adults may reasonably intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. The Academy has a separate policy on 'The Use of Physical Intervention' which forms part of this policy.

#### **4 Searching, screening and confiscation**

##### **Searching**

- 4.1 School staff can search a pupil for any item if the pupil agrees.
- 4.2 The Principal and staff authorized by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence or cause personal injury / damage.
- 4.3 The Principal and authorized staff can also search for any item banned by the school rules which has been identified as an item that may be searched for. In Southcoates Primary Academy this includes - mobile phones, matches or cigarette lighters, chewing gum, sweets, fizzy drinks and flavoured water.

##### **Screening**

- 4.4 At the present time Southcoates Primary Academy does not use any screening device.

##### **Confiscation**

- 4.5 School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.
- 4.6 Any confiscated item will only be returned to a child's parent/carer (not the child) – unless it is necessary to hand such items to the police.

#### **5 Roles and Responsibilities.**

##### **The Pupils**

- 5.1 It is the responsibility of the pupils to treat others with respect and follow the codes of behaviour. In order for this to be achieved the children are designated roles and responsibilities and tasks throughout the academy, such as, taking the dinner register, door monitors, assembly and wet playtime monitors and lunchtime monitors. We also have House captains, members of a Learning Council and School Council.

### **The Class Teacher**

- 5.2 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. Relationships between teachers and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. (See 'Teaching & Learning Policy')
- 5.3 The class teachers in our academy have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.
- 5.4 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 5.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- 5.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- 5.6 It is the responsibility of the class teacher to ensure that the academy rules are enforced in their class and that their class behaves in a responsible manner during lesson time.

### **Teaching Assistants and Dinner Staff**

- 5.7 Teaching assistants and class teachers liaise on a regular basis and any incidents or concerns are reported to appropriate members of staff.
- 5.8 The lunchtime supervisor informs relevant members of staff if any serious incidents have occurred at lunchtime.
- 5.9 Volunteers need to report any incidents to the class teacher as the children are the class teacher's responsibility.
- 5.10 All members of the Academy have a positive attitude and approach.

### **Phase Leaders**

- 5.11 Phase leaders monitor the behaviour of children within their phase. They support staff within the phase and ensure that expectations are high, rules are applied consistently & fairly and, if there are issues, they are addressed swiftly.
- 5.12 If a child is not conforming to school expectations and is regularly/consistently receiving reflection sheets and red cards, the phase leader will take the lead on behaviour management. They will contact parents/carers and discuss issues – agreeing any programme or action plan as necessary.



### **The Principal**

- 5.13 It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the academy behaviour policy consistently throughout the academy, and to report to the Academy Improvement Committee, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.
- 5.14 The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and supporting the staff in the implementation of the policy.
- 5.15 The Principal has the responsibility of giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child; both these actions are only taken if absolutely necessary. Members of the Academy Improvement Committee are kept fully informed.
- 5.16 In the absence of the Principal it will be the responsibility of the Vice Principal. In the event of their absence, the responsibility will fall to the next senior members of staff. Where possible, they should endeavour to consult with the Principal.

### **Parents**

- 5.17 We give high priority to clear communication within the academy and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. A positive partnership with parents is crucial to building trust, and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships, in which parents are more likely to be responsive if the academy requires their support in dealing with difficult situations of unacceptable behaviour.
- 5.18 The academy works collaboratively with parents so children receive consistent messages about how to behave at home and at the academy.
- 5.19 We expect parents to support their child's learning and to co-operate with the academy as set out in the home school agreement. We try to build a supportive dialogue between the home and the academy and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.20 If the academy has to use reasonable sanctions to punish a child, parents should support the actions of the academy. If parents have any concern about the way their child has been treated they should initially contact the class teacher and then the Principal. If the concern remains they should contact the Academy Improvement Committee, if these discussions cannot resolve the problem a formal grievance or appeal process can be implemented. (See 'Complaints Policy')
- 5.21 If a parent has a concern they must contact the academy to make an appointment to see the appropriate member of staff.

### **Members of the AIC (Governors)**

- 5.22 The Academy Improvement Committee (AIC) has the responsibility of setting down these guidelines on standards of discipline and behaviour and of reviewing their

effectiveness. Members of the Academy Improvement Committee support the principal in carrying out these guidelines.

- 5.23 The Principal has the day to day authority to implement the academy behaviour and discipline policy but the AIC may give advice to the principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

## **6 Social, Emotional and Mental Health difficulties**

- 6.1 This area of need as outlined in the SEND Code of Practice (August 2014) states that children may demonstrate a wide range of features of social, emotional and mental health difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disrupting or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. In any of these cases the class teacher should then liaise with, and discuss their concerns with the Inclusion Co-ordinator. Support and intervention can then be arranged to manage the pupil's needs so it does not adversely affect other pupils.
- 6.2 The support of outside agencies could be sought if necessary to help provide a supportive network. The Educational Psychologist may be called in to determine specific problem areas, and give advice on how to deal with them. Advice from other outside agencies, such as The White House/Bridgeview Outreach service, CAMHS, IPASS, Speech & Language and Social Services may be sought. Regular meetings between the inclusion Co-ordinator, class teacher, parents and child will continue.

## **7 Fixed term and permanent exclusions**

- 7.1 Only the Principal has the power to exclude a pupil from school. In the absence of the Principal the responsibility falls to the Vice-Principal. In the event of their absence, it will fall to the next senior member of staff. The Principal may exclude for one or more fixed periods for up to 45 days in any one school year. The Principal may also exclude a pupil permanently. It is also possible for the principal to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this.
- 7.2 If the Principal excludes a pupil, he informs the parents immediately - giving reasons for the exclusion. This is generally done in person and in writing. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the Academy Improvement Committee. The academy informs the parents how to make any such appeal.
- 7.3 The Principal informs the Academy Improvement Committee and the Trust about any permanent exclusion and about any fixed term exclusions beyond five days in any one term. Arrangements for educating a child from the sixth day of an exclusion are made if required.
- 7.4 The Academy Improvement Committee itself cannot either exclude a pupil or extend the exclusion period made by the Principal.

- 7.5 The Academy Improvement Committee has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated.
- 7.7 If the governors' appeals panel decides that a pupil should be reinstated, the principal must comply with this ruling.

## **Impact**

### **8 Monitoring**

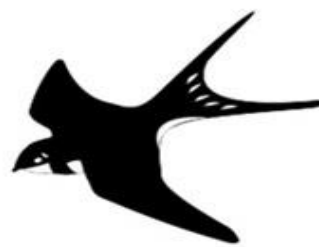
- 8.1 The Principal monitors the effectiveness of this policy on a regular basis. He also reports to the Academy Improvement Committee on the effectiveness of the policy and, if necessary makes recommendations for further improvements.
- 8.2 The academy keeps a variety of records of incidents of inappropriate behaviour. The class teacher records minor classroom incidents.
- 8.3 The Principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

### **9 Review**





- 9.1 The Principal and Academy Improvement Committee review this policy bi-annually. If new regulations are introduced, or any recommendations on how the policy may be improved are received, then the Academy Improvement Committee may review the policy earlier.

**Appendix 1:  
Rights, Responsibilities and Rules.**

# Southcoates Primary Academy



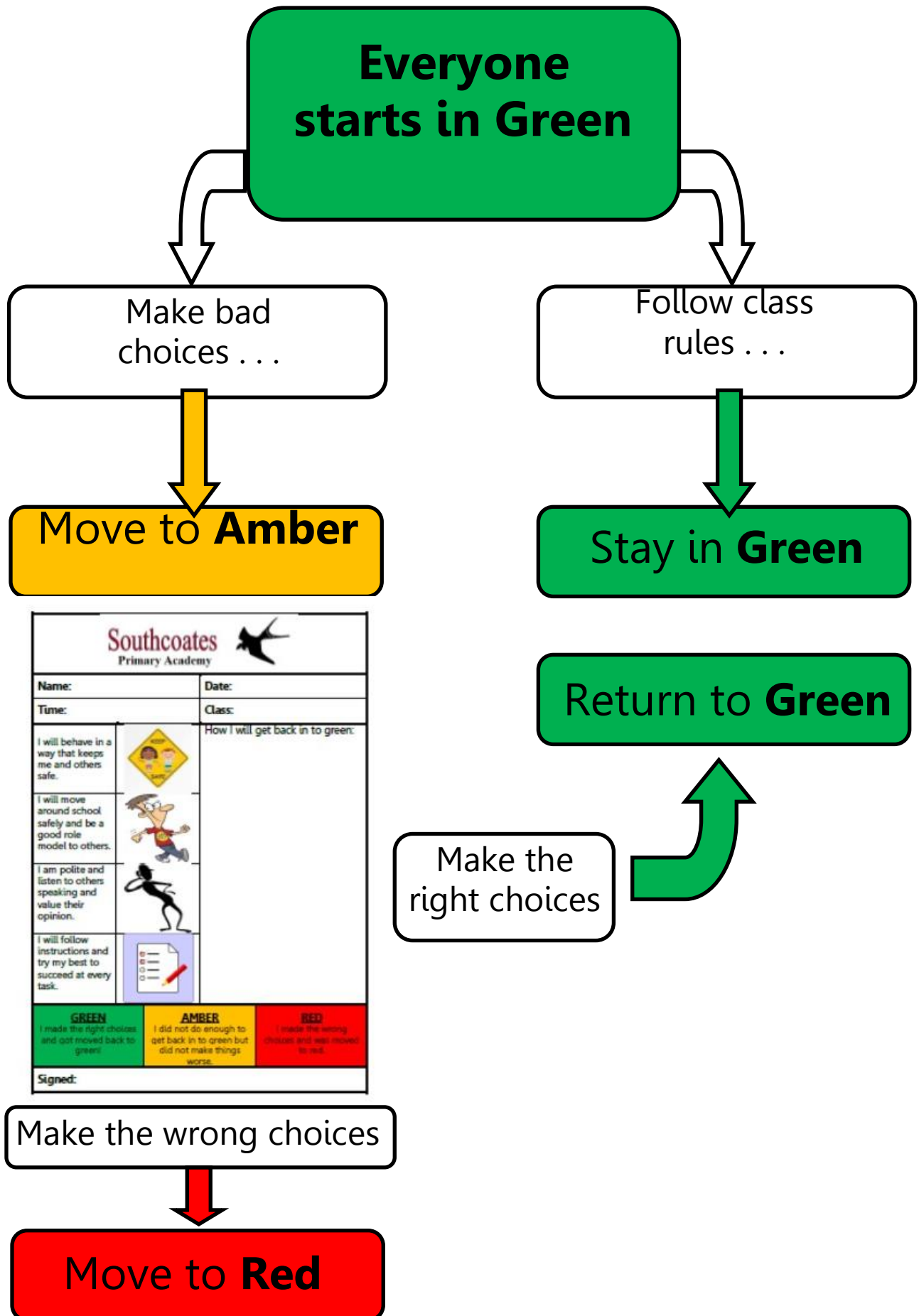
At Southcoates Primary Academy we believe that every child has certain basic rights and responsibilities. These form the basis of our school rules.

<b>Rights</b>	<b>Responsibilities</b>	<b>Rules</b>	
<p>You have the right to be safe.</p> <p>You have the right to be respected and treated fairly.</p> <p>You have the right to learn.</p>	<p>You have a responsibility to make sure you do not hurt others or damage property.</p> <p>You have the responsibility to respect and be fair to others.</p> <p>You have the responsibility to let others learn.</p>		<p>I will behave in a way that keeps me and others safe.</p>
			<p>I will move around school safely and be a good role model to others.</p>
			<p>I am polite and listen to others speaking and value their opinion.</p>
			<p>I will follow instructions and try my best to succeed at every task.</p>

*Everyone at Southcoates Primary Academy is expected to follow this 'code'.*

*Southcoates Primary Academy is . . Supportive, Positive & Achieving*






Appendix 2:  
Flow Chart



**Appendix 3:  
Discipline Partners**

<u>CLASS</u>	<u>CLASS</u>
Year 1 Mrs Knight	Year 1 Miss Boba
Year 2 Miss Ward	Year 2 Miss Boba
Year 3 Miss Hepple	Year 4 Miss Wright
Year 3 Mrs Seville / Mrs Simpson	Year 4 Mrs Wilmot
Year 5 Mrs Munde	Year 6 Miss Porteus
Year 5 Mrs Ward / Miss Prethero	Year 6 Mrs Oliver

**Appendix 4:  
Reflection Sheet**

<h1 style="margin: 0;">Southcoates</h1> <p style="margin: 0;">Primary Academy</p> 		
<b>Name:</b>		<b>Date:</b>
<b>Time:</b>		<b>Class:</b>
<p>I will behave in a way that keeps me and others safe.</p>		<p>How I will get back in to green:</p>
<p>I will move around school safely and be a good role model to others.</p>		
<p>I am polite and listen to others speaking and value their opinion.</p>		
<p>I will follow instructions and try my best to succeed at every task.</p>		
<p><b><u>GREEN</u></b> I made the right choices and got moved back to green!</p>	<p><b><u>AMBER</u></b> I did not do enough to get back in to green but did not make things worse.</p>	
<b>Signed:</b>		