**Behaviour Policy**

**June 2021**



At Spring Hill we aim to ensure that every child is:

* A successful learner
* A confident individual
* A responsible citizen
* An effective contributor

We do this by creating a happy, creative and inclusive learning environment which promotes excellence and develops a life-long love of learning.

**The importance of good behaviour**

The school ethos is based upon a positive, consistent and structured approach to appropriate behaviour management where expectations are clearly modelled and communicated to provide a secure environment. The ability to adapt behaviour which is appropriate to a variety of situations is an essential life skill. We believe that it is our responsibility to help children to understand the importance of good behaviour and therefore learn to make the right choices at school and as future citizens.

**In implementing this policy the school will:**

* Establish systems which are consistent throughout the school and which are clearly communicated to children, parents and staff
* Encourage children to respect the needs and well-being of others
* Promote by example acceptable standards of behaviour
* Encourage positive relationships throughout the school community
* Consider the special needs of individual children
* Encourage children to incorporate respect for everyone and everything into their daily lives.

**Roles and responsibilities:**

**The Headteacher will:**

* Promote a consistent approach throughout the school
* Support members of staff in their implementation of the school’s policies
* Oversee the implementation of the policy throughout the school
* Provide behaviour management training at least every two years
* Ensure that the policy is reviewed and revisited annually

**The Governors will:**

* Ensure that the policy is updated regularly by the Headteacher and reflects the ethos of the school.

**Actions and Strategies**

Below is a list of actions and strategies all staff working within Spring Hill CP School agree to implement:

* **Smile** – passing along positive energy and creating a sense of security and belonging
* **Display only behaviour which you would want children to replicate.** Staff will demonstrate respectful interactions with all members of the school community.
* **Use of positive language (verbal and body)** e.g. *please put your hand up* rather than *do not shout out*. This also includes positive body language and the avoidance of fear, anger and frustration in adult behaviour.
* **Giving time to ‘Noticing’ children will be a priority for all staff.** Children will be greeted positively when they enter the classroom each morning. Staff should notice that children are not ready for learning, they will intervene with nurturing strategies (time out, 1-1 talk time, engagement of the Pastoral Support Worker)
* **Consistent Celebration** of children’s achievements through using the reverse traffic light system to develop expected behaviour and the above and beyond board to celebrate exceptional behaviours, Team Tokens, ‘public praise’, notes and phone calls home.
* **Closing the gap and turning down the volume.** Staff will not correct behaviour in school by shouting over distances, through crowds, or over noise. Signs, positive indicators, should be used wherever possible. Children will be spoken to privately about behaviour correction in order to maintain the child’s self-esteem.
* **Wait, watch, wonder.** Becoming attuned to the child’s behaviour is key in assessing behaviour, preventing the escalation of situations and connecting with the child. Staff will endeavour to think empathetically when dealing with behaviour and understand that all behaviour is a form of communication.
* **Necessary involvement**. The person dealing with the incident is the lead. The next person on the scene is there in a support role.

Support person please use the phrase “Can I help?” to the lead person.

Lead person to direct the support person

Examples:

I’m fine please check back in 5-10mins though.

No help is needed thanks for asking.

Thanks for asking please could you help us find…

I was just asking Muhammad to talk to me but he might want to talk you instead.

* **Parents**. To work with parents so that all children can see that the key adults in their lives share a common aim.

**Parents and Carers should:**

• Create opportunities to talk to their child about the school day

• Praise and guide on issues relating to behaviour that have occurred in school

• Encouraging independence and self-discipline.

• Model considerate communication with adults in school about any behaviour concerns.

**Children should:**

Learn and practice the school behaviour mantra: To be safe, be kind, be tidy and always do my best.

Be aware that the home school agreement clarifies that a Spring Hill Pupil will:

• Come to school every day and on time

• Listen

• Keep Safe

• Be polite

• Be Kind

• Be honest

• Respect others

• Do my best

**School Systems for Behaviour Management**

**Team Tokens**

There are four teams in school. They are the river teams of Ribble, Calder, Hodder, Wyre. All children and staff are divided into one of these four teams. Team Tokens are awarded to children by all adults in school for good behaviour, manners, attitude to work and work in class.

Team Tokens are totalled every Thursday and the winners of each class along with the winning team overall are announced in assembly. The winning team each half term are rewarded with a non-uniform day the first Friday in the following term. Weekly and termly winners are reported to parents. Parents of children in the winning team receive a text prior to the non-uniform day informing them of their child’s success.

**Traffic Light System**

Every class has a traffic light system in place for behaviour management. At the beginning of each day every child’s name is placed in the top, green section of the traffic light.

Before moving children onto the amber section a combination of the actions and strategies on page 2 and 3 are used.

Staff are then able to move individual children’s names down into the amber section if they require a warning for poor behaviour choices. If a child does not rectify their behaviour and receives a further warning their name will be moved down into the red section of the traffic light.

In extreme circumstances staff may decide to move a child directly into the red section. Children who are in the red section face the sanction of missing playtime and complete a think sheet. The think sheet provides them with opportunities to reflect on their actions and the effects it has on them and others. In addition, it provides opportunities for them to take restorative measures.

Behaviour incidents are to be recorded on the school safeguarding system.

**We consider it very important that every child has the opportunity to correct and improve their behaviour to have their name moved back up the traffic lights to the green section.**

The following information provides a guide on decisions about behaviour when using the traffic light system and explains types of behaviour and each level. It is by no means exhaustive and **should be interpreted in a way which takes into account the differing needs of individual children.**

**ABOVE AND BEYOND BEHAVIOUR**

Children perform **above and beyond** what is expected of them by showing resourcefulness and producing remarkable moments

Exceptional Moments celebrated.

|  |
| --- |
| **EXPECTED BEHAVIOURS** Showing respect to adults and peersResponsible for their equipment and booksFollowing class and individual instructions Including peers in work activitiesTaking turnsStaying on taskSaying please and thank youUsing a nice tone of voiceTelling the truth |
| Behaving in an unfriendly way to another child, calling someone an unkind nameTalking out of turn, calling out, disturbing/ disrupting other children learning, Off task (fiddling, talking etc)  |
| Continuation of behaviour resulting in amber warningSpeaking/ behaving in a disrespectful way to an adultUsing inappropriate languageCovering up the truthMisuse of/ damaging propertyDisturbing the classPhysical contact to another child (low level)  |
| **Immediate notification to a Senior Leader**Behaviour which may endanger self or othersPhysical contact to an adultHurting another child (serious)FightingSerious damage to school propertySwearing at an adultUsing racist languageUsing homophobic language  |

**Procedures**

* The school’s ethos is that reward and praise are more effective in the long term. Teachers should develop their own strategies for encouraging good behaviour.
* It is important that all staff should establish a positive and welcoming atmosphere for children by welcoming them inside the classroom on their arrival.
* Team Tokens can be awarded when good behaviour is observed. Team Tokens are to be awarded by all staff and visitors.
* Acceptable behaviours should be discussed with children and their views (phrased in a positive way) posted on the classroom wall and reviewed. These should form the basis of the whole Class Agreement developed for the beginning of each academic year with teachers and their class.
* All school staff have the same authority as teachers in matters of behaviour, i.e. they are expected to insist on correct codes of behaviour and to issue routine rewards and/or sanctions.
* Where unacceptable behaviour occurs the adult in charge will make the initial decision
* The Headteacher may in certain circumstances refer difficulties to parents and the Governing Body
* Teachers may determine whether the circumstances require that parents should be informed about behaviour issues

**These are some examples of These TAbove and Beyond Rewards**

* Children earn Tokens
* Positive note home
* Stickers, Raffle tickets
* In class reward box
* Incentive/ positive consequences as agreed by the class

**Green Behaviour is expected behaviour in class**

**These are examples of Amber Sanctions:**

* A child being isolated within the classroom
* Keeping a group of children indoors under supervision to discuss behavioural issues
* Sending incomplete work home for completion
* Parent’s being verbally informed by the Class Teacher

**These are some examples of These TRRRnmklmndf Red Sanctions**

* A child being isolated within the classroom
* Keeping a group of children indoors under supervision to discuss behavioural issues
* A child missing playtime whilst completing a think sheet
* A child sent to an adjacent class with work to complete
* A child being sent to phase leader to complete work
* Sending incomplete work home for completion
* Parent’s being verbally informed by the Class Teacher with a Senior Leader’s knowledge
* Parents being informed by a Senior Leader either verbally or in writing

**Exclusions**

The school will avoid exclusions (both fixed term and permanent) whenever and wherever possible. However, in extreme cases, where behaviour has become violent and aggressive towards staff and other children, and is endangering the safety of staff and children, and preventing other children from their right to education, then a short term fixed exclusion may be implemented.

A return to school meeting will take place before the child returns back into their normal classroom provision. A parent or carer for the child must be present at this meeting. A permanent exclusion would only be issued if violent or aggressive behaviour is prolonged and every other possible intervention and strategy (including external services) has been exhausted and has failed.

**Internal Exclusions**

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different class / intervention room. An internal exclusion is a discretionary measure, where a pupil’s behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary, examples; behaviour chart to address specific behaviours causing a problem; support from the pastoral team and SENCO etc.

**Supervision**

It is essential that adequate and effective supervision is provided. To this end the following systems are in place:

* Staff on supervisory duties in the playground distance themselves from the children and each other by positioning themselves strategically to establish good sightlines.
* Pupils are discouraged from re-entering the building during break times and are encouraged to ask permission to use the toilets during break and lunchtimes.
* Staff are positioned to monitor the movement of children around the school at transition times

**Playground Issues**

Because behavioural issues are most likely to arise during unstructured break times the school has the following procedures in place to ensure a positive playtime experience:

* The play areas are split into year groups sections allowing for well-spaced out play and supervision
* The astro-turf is used during breaks and lunch times to ensure maximum spacing out of children and less interaction between year groups
* There are designated areas for games
* There are designated quiet areas
* Playground equipment is provided by the school
* Lunchtime staff will have Team Tokens that can be given out for Above and Beyond behaviour.

**Strategies to Encourage and Support Good Behaviour:**

* Asking support staff to spend regular one to one time with small groups for a specified period, or to hold small circle-time group sessions
* Adopting a more proactive approach during circle times and raising behavioural issues, perhaps using puppets for younger age groups
* Giving learners an overview each morning of the day ahead to alleviate anxieties and insecurities by using a class visual timetable
* Referring children to the school’s Pastoral Team for proactive behaviour intervention using the cause for concern procedure

**Dissemination of Rules and Regulations**

All staff are expected to reinforce rules when necessary but to avoid negativity and actively promote positivity. The Headteacher communicates with the whole school where necessary, again in a positive manner. All staff are provided with training in behaviour management.

*Policy adopted at the Full Governing Body meeting on 8/6/21*

*To be reviewed Summer Term 2022.*