



Introduction

This policy has been written in accordance with the DFE advice on Behaviour and Discipline in Schools – January 2016.

It aims to;

- Promote good behaviour, self-discipline and respect.
- Prevent bullying.
- Ensure that pupils complete assigned work.
- Regulate the conduct of pupils.
- Ensure the safety of all pupils and members of staff

Our approach to behaviour

- We aim to provide positive behaviour systems and a culture where high standards of behaviour are promoted through a mixture of high and clear expectations and a positive ethos which fosters discipline and mutual respect between pupils and school staff.
- We ensure that lessons, teaching spaces and routines are well organised with the implicit aim of reducing the possibility of poor behaviour.
- Teachers (including all paid members of staff who come into contact with children) have statutory authority to discipline pupils whose behaviour is unacceptable or who fail to follow a reasonable instruction. This authority extends to educational visits and in certain circumstances when the misbehaviour occurs out of school and could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.
- We treat all children fairly at Simonside and it is essential for the child to understand that it is the behaviour which may be unacceptable and not themselves as a person. This policy should be read in conjunction with the; Anti-bullying policy, Safeguarding policy, ESafety policy/ Health and Safety policy, S.E.N. policy, Lunchtime procedures and the Staff Code of Conduct.

Positive rewards

At Simonside we use an interactive behaviour resource named 'Class Charts', this whole school reward system is a current and exciting approach where children see their own photograph on the screen with their 'points' and they aim for as many points as possible throughout each school week. At the end of the week any children who have reached a certain number of points will have the opportunity to access the 'reward store'.

The pupil in each class who have the most points are able to sit on the 'best seat in the house' during our celebration assembly on a Friday!

As well as 'Class Charts' we also provide constant direct verbal praise, send notes/letters/text messages home to inform parents of their child's successes in school, we also send children to other members of staff to share their achievements and special stickers.

Simonside School Expectations

Simonside Says...

We like coming to our safe and happy school.

We are welcoming, encouraging and respectful to everyone at Simonside.

We are proud of our school and everyone in it.

We always 'Believe to Achieve' and strive to be the best we can be.

We are kind and make our school a fun place.

We are always polite and dress smartly.

Assertive Discipline procedures

At Simonside our staff proudly follow an 'assertive discipline' approach to behaviour management. These principles of Assertive discipline ensure that a positive ethos is transmitted holistically throughout the school resulting in a positive, fair and proactive atmosphere where children can learn in a safe environment. At Simonside we clearly and firmly communicate our needs to pupils, and are prepared to reinforce words with appropriate actions. We respond in a manner which is fair, private and ensures all pupils have the maximum opportunity to learn, but in no way violates the best interests of students.

Examples of our assertive approach:

"I like the way Maria is standing quietly in line."

"James, thank you for having your eyes on me."

"Tommy, please stop talking and finish your journal entry" – this may be repeated 3 times using the same language.

"Jamie, stop hitting. You will keep your hands to yourself or you will go to the time-out room."

Unacceptable Behaviours

- Aggression towards pupils or adults
- Verbal or physical abuse/ taunting or mimicking/ cyberbullying/ deliberate exclusion of others from activities/ laughing at others (please refer to the anti-bullying policy if these behaviours are targeted or sustained.)
- Swearing
- Rudeness eg; shouting out
- Stealing
- Destroying property
- Disruption of the learning of others

- Refusing to put enough effort into their work
- Running away from members of staff

Hierarchy of consequences

To avoid inconsistencies our staff follow a hierarchy of consequences. This system ensures that our approach to behaviour is private and responds to the individual behaviour, rather than publicly disciplining a behaviour in front of other staff or peers. Our clear approach to behaviour also prevents negative or potential sarcastic comments.

Consequence	Action
1	Non-verbal warning (facial expression)
2	Private verbal warning ('Simon that is your verbal warning, please sit on your seat and I will sort your problem as soon as we all start our work')
3	Move to a quiet place in the classroom.
4	Move to another classroom (Child must be sent with a piece of work and a note indicating how long the child should be there). It is important that the child is given no specific attention, they should sit quietly at the back and if the opportunity arises the teacher could quietly ask why they were there and encourage more positive behaviour.
5	Missing part or all of play time
6	A part of golden time will be missed.
7	Child to be taken to member of management team (Preferably a member of the management team who is not teaching but in the

	event, that this isn't possible ensure child has a note explaining their behaviour).
8	Entire Golden time missing – contact home.

Severe clause – If a child's behaviour is deemed to be serious then children can go straight to consequence 7 (e.g. aggressive to peers or staff), at this point other consequences may be enforced such as; missing school trip, after school club or missing part of play time.

Physical intervention

- All members of school staff have a legal power to use reasonable force; this can only be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The Head Teacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.
- If possible, the Head Teacher (or member of management team) should be called upon to help in extreme circumstances.
- If the use of force has been applied, then a record will be made and the parents/carers will be informed.

“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”.

(George Matthews - Director)

Action to be taken against pupils who have been found to make malicious accusations against school staff

- All circumstances, including the age of the child, will be taken into account.

- *The Governing Body may be informed and this could progress to an exclusion.*

Appendix

Appendix 1

Covid-19

Due to the Government's guidance on the wider opening of schools, in relation to Covid-19 virus (June 2020) – pupils will be expected to adhere to the following expectations for behaviour, in order to ensure the safety of the whole school community:

- Pupils must adhere to altered school routines, as school start and end times have changed, as well as drop off and collection points (information for specific year groups can be found in the 'Parent Handbook')
- Pupils must follow hygiene expectations by washing or sanitising their hands: when leaving or entering school, after using the toilet and before lunch.
- Pupils must try to follow social distancing guidance, remaining 2m from their peers and staff.
- All pupils must remain in their designated learning areas (indoor and outdoor) and within their learning groups. Pupils must not interact or play with children out of their learning group (designated areas can be found in the 'Pupil Handbook').
- Any pupils found to be deliberately ignoring behavioural expectations and Government guidance in relation to Covid-19, will be sanctioned in line with our school behaviour policy. In serious behavioural cases, school may request that pupils are collected and may be unable to return to school - should they pose a health and safety risk to the school community.

Throughout the school day, school staff will rigorously reinforce all behavioural expectations, to ensure that the whole school community remain safe. To ensure that positive behaviours are demonstrated throughout school, staff will continue to use positive reinforcement, using praise and rewards to encourage a positive and pleasant school environment.