



# Simonside Primary School

## Behaviour policy

<b>Head Teacher</b>	Mrs D Scott
<b>Date</b>	November 2021
<b>Chair of Governors</b>	Mrs S Harrison
<b>Person responsible</b>	Mrs N Sultan
<b>Next review date</b>	



## **Simonside Primary School**

### **Behaviour Policy**

#### **Introduction**

At Simonside Primary School, we are committed to creating a safe school environment where both pupils and staff show one another mutual respect to create a purposeful ethos for learning. We believe that our behaviour policy reflects the exceptional behaviour that is always expected within school. We recognise good behaviour and celebrate it naturally through our inclusive practices. Therefore, we recognise that good behaviour is a product of a calm, safe and productive school environment where our school values are embedded throughout our curriculum. This policy has been written in accordance with the DFE advice on Behaviour and Discipline in Schools – January 2016 and should be read in conjunction with the Anti-bullying policy, E-Safety policy, as well as the Safeguarding and Child Protection policy.

#### **Aims of this policy:**

- To promote good behaviour, self-discipline, and respect throughout school,
- To ensure that pupils feel safe and comfortable enough to complete all work assigned to them by their teacher,
- To Ensure the safety of all pupils and members of staff,
- To support pupils in improving and developing their behaviour,
- To recognise where praise and consequences would benefit individual pupils,
- To ensure that there is a consistent approach to managing behaviour across school, with the support of staff, pupils, and parents,
- To Prevent bullying.

### **Simonside's Code of Conduct for Pupils:**

- At Simonside, we follow the school rules and expectations,
- We accept the consequences of our actions,
- We are kind to each other, members of staff, parents, and the community around Simonside,
- Celebrate the successes of ourselves and our peers,
- We will always try our best in all aspects of school life,
- We take pride in our school and are proud to be part of it.

### **Our behaviour expectations:**

<b>Children</b>	<b>Parents</b>	<b>School</b>
Understand and follow our school rules	Support their children in following the school rules	Be consistent in our approach to dealing with behaviour
Accept the consequence of their actions	Discuss any concerns with teachers and staff	Staff will act as positive role models for behaviour, inline with the teaching standards
Encourage others to behave appropriately	Support school with the implementation of consequences	Inform parents of any serious behavioural concerns at the earliest opportunity
To discuss their behaviour and behaviour in school sensibly	Discuss behavioural concerns with their children	
To recognise that they represent our school when in the local community	Encourage their children to behave appropriately when in the local community	

### **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, E-Safety

policy/ Health and Safety policy, S.E.N. policy, Lunchtime procedures and the Staff Code of Conduct.

### **Strategies for Good behaviour:**

At Simonside we aim to encourage a positive ethos, where pupils are fulfilled by the gratification that they have made positive choices day after day. Furthermore, we aim to achieve this by instilling an assertive discipline approach to behaviour management throughout our entire school environment. In addition to this, we also have the following strategies in place to encourage desirable behaviour:

- Continuous positive praise,
- Stickers,
- Phone call and messages home to parents,
- Star of the Week awards,
- Star of stars – termly award,
- Attendance awards.

### **Undesirable and unacceptable behaviours:**

We place a huge emphasis on praising and encouraging positive behaviours when pupils are in school or representing school, however, on occasions, pupils make choices that are inappropriate. The following behaviours will not be tolerated at Simonside:

- Being aggressive towards other pupils or adults,
- Disruptive the learning of other children,
- Verbally or physically abusing others (please see Anti-bullying policy if these behaviours are sustained),
- Refusal to give the expected level of effort to school-work,
- Swearing,
- Destroying school property or the property of others,
- Absconding.

### **Strategies for managing undesirable and unacceptable behaviour:**

At Simonside, our staff aim to 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. Furthermore 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. Staff will not use sarcasm with pupils and endeavour to always model positive behaviours to pupils.

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 diary entry" – this may be repeated 3 times using the same language.

"Jamie, stop hitting. You will keep your hands to yourself, or you will miss playtime."

### **Consequences for inappropriate behaviour:**

When managing inappropriate behaviour, all members of staff at Simonside employ the following strategies:

1. Nonverbal warning
2. Verbal warning – in private
3. Move to a quiet place in the classroom
4. Move into another classroom – must be sent with a piece of work and a note indicating why the child is there and for how long
5. Missing part or all their playtime
6. Child to be taken to a member of the Wider Leadership Team
7. Child to be taken the Head Teacher

On occasions, behaviours may be severe enough to justify an immediate miss of playtime or in extreme cases taken immediately to the headteacher. Each case is evaluated individually. Should a child demonstrate several inappropriate behaviours, a member of the WLT will contact home to address the issues that we are experiencing in school.

### **Recording of behavioural incidents:**

Any behavioural incidents and consequential discussions with parents will be recorded on CPOMS – therefore, all members of the WLT and Safeguarding team will be made aware and will be able to offer further advice or support regarding such behaviours. All staff have the responsibility of recording incidents on CPOMS.

### **Positive Handling:**

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. 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 on CPOMS and parents/carers will be informed. The decision on whether a member of staff should use physical intervention is down to the professional judgement of the staff member concerned and always depends on the individual.

### **Defamatory allegations:**

Should a pupil be proven to have made false malicious accusations against school staff, then action will be taken to protect the member of staff. All circumstances, including the age of the child, will be taken into account and the Governing Body may be informed and this could result in an exclusion.

### **Fixed term and permanent exclusions:**

In extreme circumstances, the Head Teacher may deem it necessary to exclude a pupil, this may be either permanently or on a fixed-term basis. The decision to exclude a pupil is not taken lightly. Exclusions are determined on an individual basis. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this. Should a pupil receive an exclusion, the child's parents will be informed of this and the reasons for the exclusion. Parents will be informed that they have

the right to appeal this decision to the governing body. The Head Teacher will inform the governing body and the local authority of any permanent exclusions.

**Further reading and supporting documents:**

Exclusion from maintained schools, academies and pupil referral units in England - 2017

Behaviour and discipline in schools - 2016

<http://www.behavioradvisor.com/AssertiveDiscipline.html>

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