



Behaviour Policy

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects”, (HMI 1987).

Introduction

Seaham Trinity Primary School has a strong commitment to positive behaviour management, where expected behaviour is recognised, rewarded and celebrated. The following document has been drawn up by staff and Governors of the school to explain the routines that exist within the school to promote good behaviour. It is based on the belief that, as far as possible, discipline should be positive and be built on mutual respect: the ultimate aim being self-discipline. As part of this process children need to be given the parameters within which they should operate. It is understood that there will be times when these borders are crossed therefore; this policy also includes sanctions that may be taken on such occasions. It is understood that the development and maintenance of good behaviour is not automatically learned and is, therefore, the corporate responsibilities of the whole school community which includes teachers, support staff, governors, parents and carers, children, and volunteer workers in school.

Aims and Objectives

- To foster our key values in every aspect of school life. These values underpin our behaviour policy. Our values are:
 - Be happy
 - Be safe
 - To learn
 - Be respected
- To create a calm and purposeful atmosphere within the school to aid effective teaching and learning.
- Staff to project themselves as good role models co-operating and supporting one another and treating colleagues and pupils with courtesy, consideration and respect.
- Staff to have a high standard of pupil expectations, and ensure both pupils and parents are aware of these.
- Staff to try to raise the level of pupil self-esteem.
- To monitor pupil's behaviour and to set challenging though achievable targets and implement support and promote the pastoral care of children, with staff giving support and guidance to each individual child.
- To create a structured approach towards discipline and responsibility ensuring reward and sanction systems are implemented consistently and fairly, ensuring that children are not confused by different approaches and attitudes.
- To ensure the children are actively involved in discussions about their behaviour in order to develop their skills in decision making and co-operative thinking.

School Rules

School rules are kept to an essential minimum and have been developed to be meaningful to the children and are achievable for all. They are designed to develop courtesy, good manners and mutual respect, to protect children from injury, to care for equipment and to maintain a healthy and safe environment.

“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere.” (Discipline in schools – Elton Report)

Good to be Green Behaviour System

Each classroom will display agreed school rules and a good to be green behaviour chart displaying all children’s names.

Each day every child starts with a green card with the aim of remaining on green for the rest of the day.

Rewarding Good Behaviour

At Seaham Trinity Primary School, we like to reward children’s good behaviour as we believe *that behaviour which is recognised and rewarded is more likely to be repeated*. We have developed a reward system to encourage and reward good behaviour

Green all day

At the end of each day every child who has remained on green all day will be rewarded.

Reception & Key Stage 1 children will be awarded stamps on an individual reward card.

Key Stage 2 children will be awarded points on a whole class chart which will be displayed in the classroom.

Once a child has earned **10 tokens** these can be traded in at the good to be green reward shop for a small prize or children can choose to bank their points/stamps for bigger prizes.

Green all week

Children who have displayed positive behaviour and remained on green all week will be rewarded with an additional play time. During this playtime activities will be set up and organized for them to enjoy. This will take place on Friday afternoon for 20 minutes (2.45pm – 3.05 pm). Children should also be given a good to be green note home.

Good to be Golden

Each week one child who has displayed exceptional behaviour will be awarded a good to be golden certificate during a celebration assembly.

Sanctions Procedure

Step 1

Occasionally some children will need a reminder of the behaviour expectations in school.

Children are to be given **three** polite reminders and given the opportunity to correct their behaviour.

Step 2 – Internal Time out

If a child continues to choose not to follow school rules/expectations then they will lose their green card and be given a yellow warning card. A child should then be given an internal time out (5-10 minutes) sitting in designated area in class. Children who have been moved onto a yellow card will miss 5 some of their good to be green time.

- 1 yellow card =5 minutes
- 2 yellow cards = 10 minutes
- 3 or more = full 20 minutes

Step 3 – External time out

If a child continues to choose to not follow school rules they will be moved onto a red card and be sent to another class to work for the rest of that session and/or missing playtime or lunchtime. A red sheet (Appendix 2) should be filled in to record the incident of behaviour and a copy passed to Behaviour Support Worker for monitoring. Parents should be informed informally by class teachers if a child has been given a red card. If a child receives **three** red cards in a week parents will be informed by Key Stage Leader/Senior Leader and further sanctions discussed.

Children are able to earn their **green Card** back either from **yellow** or **red** by making good choices and displaying positive behaviour. This will be encouraged through setting clear expectations of what is required of the child in order to earn it back and will be individual for each child.

Step 4 – Internal Exclusion

If a child continues to choose to not follow school rules/expectation they should be taken to their Key Stage Leader and spend 1 session to half a day working alone. Parents should be informed of internal exclusion.

Step 5 – Head Teacher

If a child continues to choose to not follow school rules they should be taken to the Head teacher/ Deputy Head teacher and parents should be contacted. Further sanctions and additional support should be considered and discussed with staff involved and parents.

Further sanctions

There may be times either due to the severity of the behaviour or for continuous negative behaviour that further sanctions may need to be implemented. Parents will always be informed of further sanctions and additional support for children will be provided.

- Behaviour Report
- Behaviour Contact
- Exclusion to GLC
- Fixed short term Exclusion
- Fixed Long Term, Exclusion
- Permanent Exclusion

Severe/unacceptable Behaviour

The staff and children have decided the kinds of behaviour that are not acceptable. These are:

- Swearing
- Verbal or physically aggressive behaviour towards adults or pupils
- Leaving the boundaries of the school
- Damaging school property
- Racist comments
- Bullying
- Stealing
- Throwing furniture or equipment

Such behaviours result in the pupil been given an immediate red card and taken immediately to the head teacher and kept in isolation for the rest of the day. Such behaviours should be logged in the 'red book'. Three entries in the red book in any half termly period will result in a meeting with the head teacher to discuss strategies and devise a behaviour contract. Continued unacceptable behaviour may result in a fixed term exclusion

Pupil Violence

If a child uses violence against an adult or child and/or physical control is used on a child a Major Incident Report should be filled in, in addition to the **red book**, (see appendix 3). These need to be passed to the head teacher immediately.

Recording/Monitoring Behaviour

Each teacher will keep a weekly behaviour log (appendix 1). In addition a consequence record log should be completed with the child each time a red card is given (appendix 2), these should be filed and also a copy should be passed to the schools Behaviour Support Worker.

Early Intervention

Children who are regularly presenting unacceptable or negative behaviour should be identified at the earliest stage. Discussions with parents, team leader should take place and a referral made to Behaviour Support Worker, in order for support to be put in place with the aim of preventing children from moving further down the sanction procedure and becoming at risk of exclusion. In addition, where the support being implemented is failing to meet the needs of the child, further meetings and discussion should take place to consider the need for involvement of external agencies.

Guidance Learning Centre (GLC)

Children can be referred to the GLC for up to 5 days at a time. Children will be taken to the GLC (Easington Colliery Primary School) during this time they will complete work provided form their class teacher and have no access to playground, extra-curricular or enrichment activity. Part of the time will be spent focusing on behaviour reflection and preparing for their return to school.

Troubled Children

The school acknowledges that some children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. This may be especially true of children with or being assessed for statements of SEN, and those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions. In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support. Regular communication between home and school as well as daily feedback to the child regarding progress is essential.

Playtime/Lunchtime

Equipment is provided on the yard to be used by the children during playtime and lunchtimes. Children should not bring their own footballs or playground equipment into school. A school football is provided and should only be played in the designated area, this is organised on a rota system between year groups.

If a child is behaving inappropriately they should be:

Step 1 - reminded by a member of staff on duty and encouraged to correct their behaviour

Step 2 - If they are spoken to a second time they should spend five minutes standing on the wall.

Step 3 - If they continue to choose to misbehave then they should be sent into consequence room on a playtime and to designated staff member during lunchtime. If a child has been sent in from the yard or been involved in a serious incident at play/lunch time this needs to be communicated to their class teacher it is the discretion of the class teacher as to whether that child will be given a red card. All incident should be logged in lunch/playtime consequence book.

Those children who consistently displays negative behaviour at play/lunchtime further sanctions will be implemented.

Any child who displays severe/unacceptable behaviour as detailed above should be taken immediately to the head teacher/Deputy Head teacher and procedures followed as above.

Best Buddies

Y6 children have been trained as Best Buddies to help prevent bullying, racism and other forms of anti-social behaviour on the playground. They report potential unrest, and look after any children who are upset or alone. Encouraging them to talk to someone about the reasons for being upset or finding them someone to play with or playing with them themselves. Their role also includes encouraging and starting up suitable games for children to play and engage positively in.