Pupil Behaviour Policy

This policy document is a statement of the aims, principles and strategies for implementing behaviour throughout the whole of Southfield Primary School. The policy will be reviewed in line with priorities set in the School Improvement Plan.

Mission Statement
Our mission is to provide the highest possible standards of education for all our pupils within a caring, happy and safe environment where all individuals who work in and with the school are equally valued.

Aims and Expectations
It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

We intend to:
- Provide an environment where children feel happy and secure.
- Promote a clear set of positive values to guide children’s decision making and behaviour to ensure effective teaching and learning.
- Develop social skills through the taught curriculum, including making friendships, dealing with success and failure, being assertive and solving problems.
- Help pupils develop self-esteem and teach strategies for sharing, co-operating and responding to inappropriate behaviour, teaching them how to become aware of and responsible for their own actions.

In order to meet these aims, we encourage the children at Southfield to:
- Share in the school’s ethos and values, through the promotion of our school values.
- Respect themselves, their teachers, helpers and other adults, and each other, and to show this by being polite, friendly and considerate of others, and by listening carefully and obeying instructions immediately.
- Take responsibility for the choices they make, especially in relation to their behaviour, and to use any strategies they may have been taught to manage conflict.
- Tell someone as soon as possible if something is worrying them.
- Move quietly, calmly and responsibly around the school and be courteous and ready to help others by opening doors and offering to assist with a job etc.
- Show respect for their environment by helping to keep the school clean and tidy, put litter in bins, keep cloakrooms tidy and take care of displays, equipment and their own and other’s personal belongings.
Family Support and Mentoring
The school’s Family Support team consists of our Family Workers and Learning Mentors, who work with children and families in order to break down barriers to learning; the team may also support families who are working with social care and other outside agencies.

Children and families will be referred to the Family Support team by other members of staff across the school, or in response to incidents, which members of the team itself have dealt with. These referrals will often result in programmes of work being put in place for the child and/or family in question. For children, this may take the form of one to one or group work on such things as self-esteem, anger management or bereavement. Parental permission is always sought for such work when necessary and parents are kept informed of developments as appropriate.

The Family Support Team meet regularly to discuss children and/or families with whom they are currently working or intend to work with.

The role of the class teacher
Class Teachers are primarily responsible for the behaviour of the children in their class. The teachers will discuss expectations of behaviour with pupils at the beginning of the school year/term. These expectations will then be the focus of PSHCE lessons and circle time when necessary. Our school actively encourages the development of strong values through the use of a values based education, promoting a different value each month through assemblies and class work, intended to fully involve pupils in shared attitudes and behaviour.

- It is the responsibility of the class teacher to ensure that the Behaviour Policy is implemented and classroom rules are enforced, and that their class behaves in a responsible manner during lesson time
- The class teachers in our school 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
- The class teacher treats each child fairly and enforces the school values consistently. The teacher treats all children in their class with respect and understanding
- The class teacher liaises with the SLT, Inclusion Manager and external agencies, as necessary, to support and guide the progress of each child
- The class teacher reports to parents about the progress of each child at the two parent consultation evenings and in the end of year report. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Head teacher
It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The Head teacher:
- Supports the staff by ensuring the implementation of the policy is consistent and fair, and by setting the standards of behaviour throughout the school.
- Keeps records of all reported serious incidents of misbehaviour.
- Has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Should this occur the head teacher will notify governors.

The role of parents
We feel that it is very important to work collaboratively with parents and parents are invited into the school on many different occasions throughout the year, both formally and informally. This gives class teachers many
opportunities to build and maintain positive relationships with parents. It also helps to ensure children receive consistent messages about how to behave at home and at school.

We hold ‘Parent Consultation’ afternoons and evenings twice a year. Early in the school year parents will also be made aware of the school’s Home School Agreement. Sometimes staff or parents may need to meet at other times and parents and staff are urged to contact each other if there are any concerns. The best time for staff and parents to meet is at the end of the school day, however, it may be necessary to make an appointment. Parents and staff are encouraged to communicate in writing or by telephone. If a member of staff would like to talk to a parent, he/she will make contact with that parent as soon as possible in order to discuss the relevant issues.

We expect parents to support their child’s learning, and to co-operate with the school, as set out in the home/school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child’s welfare or behaviour. If it is felt a particular behaviour strategy needs to be used in addition to general classroom practice, a conversation will be held with parents and it is expected that parents will support the school in working to improve behaviour with the use of these strategies i.e. after school detentions.

Parents and carers have a very strong influence on children. In the past, incidents have occurred in school and parents have taken matters into their own hands by either ‘telling off’ another child or arguing with another parent in front of the children. If staff or parents are aggressive towards each other in front of the children it can only reinforce the sort of negative behaviour we are trying to discourage in the children. In certain circumstances where a child has been involved in a serious incident of inappropriate behaviour the headteacher will contact the parents immediately and ask them to come to the school to discuss the matter with him/her. If possible and/or appropriate the child will be involved in the discussions.

**The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of school behaviour, and how it is managed, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour policy. The governors may be appointed to an appeals panel to decide whether the head teacher’s decision on permanent exclusion should be upheld.

Southfield will work with children, families and external agencies to prevent exclusion as far as possible. Exclusion is seen as an absolute last resort in exceptional circumstances, when all other options have been explored.

Southfield Primary School works in partnership with the other schools in both The Pioneer Learning Trust and the West Area Partnership. With our partner schools we operate a system of inter-school support for children who present challenging behaviour. We aim to reduce exclusions by offering the opportunity for children to be educated in a different school for a fixed period. This way children realise that there are consequences to their behaviour and learn that continuing to behave in an unacceptable manner will not be tolerated. These ‘exchanges’ are not deemed to be exclusions and are undertaken in full consultation and with co-operation of parents.

**School’s Expectations of Children**

- To be respectful to other children and adults
- To be kind and thoughtful to others
- To be cooperative and considerate
- To respond positively to requests from adults

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Pupil Behaviour Policy
Reviewed by Nichola Comben – September 2019
To be reviewed September 2020
Ways of Improving Behaviour
At Southfield we recognise that children are individuals and are therefore motivated in different ways. We use a range of positive reinforcement strategies with the aim of promoting positive behaviour. Two ways, which are highlighted by research, are the importance of good staff-student relationships and the importance of consistency among staff in implementing school policies and when dealing with individual students.

Other ways of encouraging positive behaviour include:
- Ensuring that the curriculum is appropriate for each individual student
- Using a variety of teaching styles
- Recognising achievement – regular use of praise
- Treating students as individuals; recognising and trying to meet their needs
- Mentoring

Circle Time
The use of Circle Time is central to our Behaviour Policy. Circle Time provides a tried and tested framework for the development of a whole school policy on self-esteem and positive behaviour. There must be a sense of ownership and commitment by all involved. Circle Time can be used to build self-esteem.

The children and staff will be seated, in a circle, so that everyone can be seen by everyone else. In any discussion that takes place the emphasis is on help and not blame. Praise can be given by any members of the group. Topics for discussion can cover anything e.g. behaviour, school work, rules, lunch times, playtimes, news or concerns, with links to the school values. A code of behaviour is decided upon by all in the circle. Where appropriate eye-contact and use of names is encouraged.

Our four main rules for Circle Time:
- Everyone listens
- Only one person speaks at a time
- Everyone can have fun
- No-one can spoil anyone else’s turn

Other rules will be decided upon by those involved in any given circle.

To enable circle time to have positive outcomes, other supportive strategies may be adopted. These may include:
- Learning Mentor/ Family team support
- SENDCO support
- Withdrawal to Social Skills group
- Circle of friends
- Anger management group
- 1:1 support

Rewards
As a school we are committed to promoting, celebrating and rewarding achievement. We recognise that our students possess a range of talents and abilities. We are therefore committed to recognising and rewarding effort and achievement at all levels.

We praise and reward children for good behaviour in a variety of ways. Praise is the most obvious and effective means of reinforcing appropriate behaviour and motivating pupils to meet the school’s work and behaviour expectations.

The aim of the rewards is to
- celebrate achievement
- motivate children to achieve
• set a good example to others

Good and improved behaviour will be rewarded as well as good work. The child may be rewarded in their own class, by another teacher or the Head teacher.

**Individual Rewards for learning and behaviour:**
- Verbal praise/feedback
- House points / stickers
- Southfield Superstar
- Dojo Points

Good work and behaviour is highlighted in assemblies.
Show work to Headteacher, Deputy Headteacher or partner teacher.

**Group Rewards**
- Verbal praise
- Table Points
- Marble Jar
- Dojo point

**Golden Time**
Everyone starts the week with an entitlement of golden time.
Golden time is lost for not demonstrating our school values (in 5 min. blocks).
Any child who has lost some golden time will use their time to reflect on why they have lost it. They may re-join the class once their missed golden time session has ended.

**Additional behaviour support systems.**
If a child continues to struggle with their behaviour in school, an individual approach to managing their behaviour may be taken. Southfield uses individual behaviour tracking charts called traffic light charts. Here, each session of the day is separated and at the end of each session there is an agreement between the child and teacher about how well they have demonstrated the school values and met agreed personalised targets. This is recorded in the chart as a green – good choices made; amber- some silly choices made and a need for prompting or red- unacceptable behaviour such as absconding or causing serious harm to property or others.
At the start of the week (before implementing the chart) a target number of greens will be agreed and a reward will be decided. If the child reaches their goal, it is important that they access their reward promptly at the end of the week.

Children needing further behaviour support will be identified to the SLT and SENCO. An Individual Behaviour Plan (IBP) may be introduced and it might be necessary to discuss the child with external agencies such as the Educational Psychologist (EP) or the Alternative Learning Provision Service (ALPS). Parents are included in this process and will be invited to meetings to discuss any decisions made.

**Lunchtime Supervision**
The Midday Supervisors are responsible for the children during the lunch break. Members of the Senior Leadership Team are also on duty. Clear guidance is given to MDSAs which details how inappropriate behaviour must be dealt with. (See lunchtime policy)

Children are expected to show respect to the Midday Supervisors and to obey the rules. As well as examples of positive behaviour the supervisors are asked to make a record of any unacceptable behaviour. Midday Supervisors inform class teachers of any incidents of unacceptable behaviour as and when they occur; incidents involving accidental injuries and disagreements between children are recorded on CPOMS which is shared with class teacher and SLT and dealt with as necessary.
Strategies to address unacceptable behaviour at lunchtimes in the event of a child not adhering to expected behaviour and school values:-

**Lunch Time procedure for Behaviour management**

- Initially a verbal warning given by MDS - Up to two verbal warnings given.

- MDSA has a 1:1 discussion away from other children about behaviour expectation in a calm, quite manner, giving a reminder about consequences.

- Child is removed from the situation and placed in Phoenix Senior Mid-Day Supervisor, who will speak to the child and try to address the problem.

- Child is removed from the playground for an agreed period of time and a member of SLT is informed.

- At this point a decision will be made by the SLT about consequences and how behaviour will be managed at lunchtimes in light of current behaviour. i.e. supervised lunchtimes or lunchtime exclusion.

**Hummingbirds**

Lunchtime can be a very difficult time for some children. Certain children identified as being ‘at risk’ of displaying challenging behaviour or particularly vulnerable at lunchtimes will therefore be invited to attend a supervised lunchtime club (Hummingbirds). These children will join small groups of their peers under the supervision of members of staff from the learning mentor and behaviour support team. It may, on occasions, be necessary for a child to be supported by an adult as they eat their lunch. However, as much as possible, they will continue to take part in structured and supervised activities throughout their lunchtime, with the aim of developing social interaction skills. It is important to recognise that supervised lunchtime clubs are a provision for these children and not a punishment.

**Phoenix**

A central room is available at lunch times for immediate use by children not demonstrating school values and causing challenging behaviour. This will be staffed every lunch time by a member of the Senior Leadership Team. Time spent here will be decided by the staff involved in managing the particular incident or behaviour. Children may also be directed to spend time in Phoenix following non-compliant or inappropriate behaviours in the classroom, or be a result of a red on a behaviour chart.

**Implementation of behaviour management strategies**

The school employs a clear pathway of sanctions to enforce the school values and to ensure a safe and positive learning environment.

1. It is acknowledged that the initial responsibility for dealing with student behaviour is with the class teacher using the behaviour motivators detailed above.

2. If a child does not meet classroom expectations i.e. completion of their work, they will be asked to complete or re-do the task in their own time i.e. at home or during a break/lunch time or after school.

3. If a child is disruptive in class, the teacher will employ the following steps:

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Strategies and Sanctions to Manage Unacceptable Behaviour
At Southfield we encourage a positive dialogue with children. However, inappropriate behaviour is often a means of seeking our attention. Negative behaviour should not be reinforced by giving it an immediate response, unless doing so would be detrimental to the learning and/or wellbeing of others.

Calming down
When dealing with a child who has been demonstrating unacceptable behaviour we recognise the need for that child to calm down and be removed from the situation. This may be achieved by asking the child to sit on his or her own or the teacher may send the child to another class. Alternatively, another member of support staff (e.g. a learning mentor or behaviour TA) may be called upon to discuss the issue with the child. It may be necessary to ask the child to leave the classroom, but children should not be left outside of the classroom on their own for any extended length of time, without a member of SLT being made aware.

Time out
Disruptive or unacceptable behaviour may result in a short period of isolation from the class. If a child misses work during a period of ‘time out’ this work will subsequently need to be completed. A child who is spending ‘time out’ must be supported by an appropriate adult.

Informing Parents, Detentions and Internal Exclusions

Initially a verbal warning - Up to two verbal warnings given *
Loss of Golden Time at 5 minute intervals up to a total of 20 minutes.
Isolated from other children, either within the class at a single table or in a quiet area for ‘time out’ or to complete work without distractions
Withdrawal to parallel teacher or phase leader
Time in at break or time spent in Phoenix at lunchtime
Discussion with parents of inappropriate behaviour by class teacher
Non-compliant behaviour will result in an after school detention
Continued severe disruptive behaviour will be managed on an individual basis

* Severe behaviour will be withdrawal directly to SLT.

All incidents will be documented through the online system CPOMS and SLT will be informed

The school does not tolerate bullying of any kind (see Anti-Bullying Policy). If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.
It is very important for children to know that their parents will be informed if their behaviour is unacceptable. In some circumstances it may be necessary for a child, whose behaviour has been unacceptable on several occasions throughout the day, and who, perhaps, has subsequently failed to complete the expected amount of work, or has prevented others from doing so, to be given an after school detention of up to an hour. During this time the child will be given work to do and will be supervised by a member of staff.

In rare circumstances, when a child has exhibited extremely challenging behaviour and has, perhaps, put themselves or others in danger, it may be appropriate for that child to undergo an internal exclusion, whereby they will be expected to work in isolation from their peers for the entire day, including playtime and lunchtime. In both cases, parents will be kept fully informed.

Where an afterschool detention will be implemented, parents will be informed before hand.

**Behaviour Team**

We have two members of behaviour support staff, who are timetabled to support targeted areas of the school throughout the day. Behaviour staff are contactable on walkie-talkies and will be called to support where necessary.

**Positive Handling Strategies**

Several members of the staff team at Southfield have received Positive Handling Strategies training. The current training manual describes the positive handling strategies it advocates as those which, ‘include a wide range of gradual and graded supports and interventions. Over 95% of these relate to diversion, diffusion and de-escalation through modifications of the environment, routines and improved communication. In a small minority of instances physical interventions may be used to keep people safe while other positive handling strategies continue.’ When using a positive handling approach, physical interventions are not an alternative to de-escalation, they are part of a holistic approach. On the rare occasion when physical intervention is needed to prevent a child harming themselves or others, all members of staff have a duty to intervene - taking action deemed appropriate to stabilise the situation. A trained member of staff should also be sent for immediately. The incident in question is recorded for the individual child and also in a bound book held by the headteacher. All parties involved are de-briefed according to guidelines. Refresher courses are run on a regular basis for those members of the staff most likely to encounter challenging behaviour.

**Exclusions**

**Internal Exclusions**

In some circumstances it may be necessary to isolate a child from other pupils for a fixed period. When excluded internally, a pupil will spend some time, usually one day, working in isolation outside the Leadership Room or in the classroom of a senior leader. Parents are informed in writing, of the circumstances surrounding the internal exclusion.

**Prevention of Exclusions Consortium**

In some cases it may be deemed appropriate for a child to spend time out of their own school to reflect on their behaviour and their relationships with their peers or school staff. The Pioneer Learning Trust and the West Area Partnership have an agreed protocol which allows school to refer pupils to spend a fixed period of time in a local school for this reflective time to take place. This encourages the child to consider the impact of their behaviour on others and the potential consequences for themselves, should this behaviour continue. These exchanges are arranged in full consultation with parents and with the co-operation of parents.

**Fixed Term Exclusion**
In extreme circumstances a decision may be made to exclude a child from school. A fixed term exclusion will be for no more than five days. The headteacher would inform the parents of the exclusion and their right to make representations to the Governing Body.

Parents of an excluded child will be asked to attend a meeting before the child returns to school. All parties will need to agree on a plan of action which will help the child to deal with his/her behavioural difficulties. The plan of action will be recorded and a date will be set for a review meeting. Other professionals will be invited to the meeting if appropriate (e.g. social worker and educational psychologist etc.)

**Monitoring**
The Senior Leadership team and Inclusion Coordinator monitor the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. Staff record all incidents of poor behaviour. Records of pupils who have been excluded for a fixed-term, or who are permanently excluded are recorded on the school’s Management Information System.

It is the responsibility of the governing body to monitor the rate of exclusions which are reported termly by the headteacher, and to ensure that the school policy is administered fairly and consistently.

**Links with other Policies**
Our Behaviour Policy underpins the work of the school. There are, however, specific links with other important school policies – Values, Anti-Bullying, PSHE, Lunchtime, Equal Opportunities, Health and Safety, Attendance and Special Educational Needs. It will be updated as necessary to include any new Government initiative or policy.

**Review**
The governing body reviews this policy in line with the School Improvement Plan review cycle. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.
**Behaviour Categories and Responses**

**MINOR OFFENCES**
- Misbehaving in class, e.g. speaking out of turn, out of seat
- Time wasting in class
- Interfering in others’ playground games
- Rough play
- Running inside school
- Taking anything that does not belong to them

**SANCTIONS**
- Reprimand/warning with reminder of expected behaviour
- Loss of Golden Time (5 minutes at a time)
- Send child to another class
- Lose playtime

**SERIOUS OFFENCES**
- Repetition of minor offences
- Extreme defiance and non-compliance
- Swearing or verbal abuse
- Behaving in a way which causes injury to others, e.g. throwing stones or other items or deliberate physical aggression
- Bullying
- Deliberate damage to property or equipment
- Absconding from school
- Bringing a weapon to school
- Behaviour which stops the majority of the class from working
- Racial/sexual incident involving name calling

**SANCTIONS**
- Phone call home at class teacher’s discretion
- Letter home from Senior Leader
- Isolation from class if compliant
- Removal of whole class from the room
- Headteacher/ Deputy Head involved – SLT to sit with the child until a calm response has been achieved
- Kept in at break/lunchtime
- Formal detention after school – parents notified
- Parents contacted and asked to come into school
- Lunchtime support measures
- Daily parental contact with class teacher and/or home/school book.

**MAJOR OFFENCES**
- Repetition of serious offences
- Serious physical injury inflicted on child or adult
- Persistent disobedience over long period (other measures unsuccessful)
- Violence or the threat of violence involving a weapon or other item
- Racial/sexual harassment

**SANCTIONS**
- Internal exclusion by headteacher
- Fixed term exclusion by headteacher
- Permanent exclusion by headteacher in extreme cases
- Parents informed and agreement drawn up on pupil’s return to school
- Lunchtime support measures

*It is important to note that this list is not exhaustive*