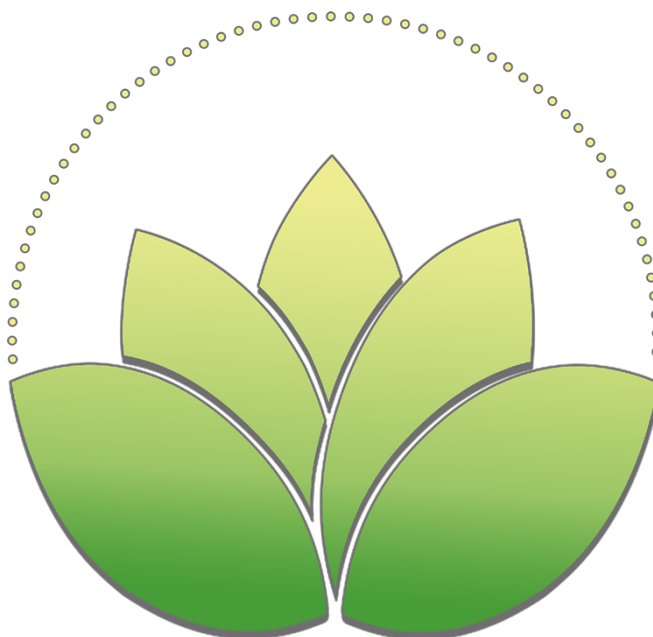


Behaviour Policy 2018

Shapla Primary School



Approved Date:

Review Date: October 2019

Signed: Mark Campbell (Chair of Governors)

Our Vision for learners

Every day at Shapla Primary School, the staff and governors are working to make sure that by the time you leave us you will:

- Develop the necessary life skills that will enable all of you to become lifelong learners
- Be successful in your learning and rise to enjoy challenge
- Be independent and motivated
- Be able to make friends and work well together
- Have respect for yourself and others
- Be able to make the right choices and keep yourself safe
- Understand that you are part of a global community

Our Values

We use our values to support learning and behaviour throughout the school. Our values help us to set expectations and reinforce positive behaviour. Our values are:

R	Respect
I	Inclusion
S	Safety
E	Equality

How we achieve a positive working environment

At Shapla, we understand that positive relationships between adults and children are fundamental to good learning. We provide a rich, stimulating, creative and exciting curriculum which can be accessed by all children. This enables a positive learning and behaviour culture within school. Adults model positive behaviour towards children and each other (see staff code of conduct).

We strive to be consistent in our approach to behaviour across the school. We actively praise positive behaviour whenever we notice it. We calmly insist on acceptable standards of behaviour and respect for others. We ensure that children know why their behaviour is unacceptable, and explain our high expectations. We listen to children and ensure that issues are fully resolved with all involved. We make sure that class teachers are aware of children's inappropriate behaviour at playtimes and lunchtimes.

Positive reinforcement of behaviour

Praise is used to reward good behaviour. We do not generally use charts and stickers in classes as we want children to develop self-control and an intrinsic sense of right and wrong. Charts and stickers may, however, be used with children experiencing behavioural difficulties or those who have SEND, if this is the most appropriate reward system to meet individual needs.

Children are often sent to the Headteacher to share excellent work or a significant achievement.

Certificates are awarded weekly to children in assembly. A class record is kept to monitor who has received a certificate.

Classes can earn Golden Time for half an hour on a Friday afternoon. Children can choose their own activities. Time can be removed or regained by individual children.

Working with Parents to support positive behaviour

We work hard to build trusting relationships, and we encourage all parents to be active members of the school community. In this way, parents understand the way we work and are supportive of the school behaviour policy. If a child's behaviour is causing concern, teachers will let parents know what has happened and how it has been dealt with. Parents are encouraged to speak to children at home to reiterate the school values. If a child has been involved in a serious behaviour incident (see behaviour grid), parents will be contacted by the school office and asked to come in to school to discuss the issue with the Headteacher and their child.

The Playground

Children are expected to follow the school values in the playground at all times, and with all adults. Children are encouraged to use a range of equipment available during play times. Adults on duty should interact with children wherever possible to motivate constructive play. The play court is made available to all classes on a weekly rota. This is the only large space for ball games. Children need to respect the games that others are playing.

Teachers must ensure that there is an adult on duty before sending the children out to play. Children are discouraged from running in dangerous or crowded areas due to the limited playground space. They are not permitted to play rough contact games and need to be shown how to use equipment safely. Children should not leave the playground, either to enter the car park or to leave the school gates. They should not be unsupervised inside the building.

Five minutes before the end of playtime, teachers on duty blow a first whistle to remind children of the opportunity to have a drink, go to the toilet and pack away equipment. Children walk into their classes calmly using the outside doors. Teachers and support staff must be back in classrooms ready to receive children at the end of break times and lunchtime.

Circle Time

Circle Time is an opportunity to discuss and work out issues as a class. It is important to give each child the opportunity to participate during circle time to build self-esteem, resilience and confidence to handle the demands and problems of daily life.

Circle Time is an opportunity to develop teamwork, discuss social responsibility, solve problems and promote good behaviour throughout school. Circle Time is often used to teach the PHSE curriculum. Circle Time should be held regularly and should be carefully planned. Class assembly time can be used for Circle Time.

Depending on the needs of the class, it may be necessary to respond to unforeseen issues arising in the classroom or in the playground and deal with them through Circle Time. Children should always be aware of the need for confidentiality when discussing problems. All adults working in the classroom should actively participate during these sessions and join the circle.

During Circle Time it is important to:

- create a non-threatening, enjoyable atmosphere
- encourage participation
- expect all children to listen and respond to each other

- model positive speech (praise and encouragement are fundamental in raising a child's self esteem)
- encourage mutual respect
- build trust by being fair
- always show sensitivity when asking questions
- encourage honesty about feelings
- relate issues to the school values

Conflict

We encourage all children to learn strategies to resolve conflict themselves wherever possible so that all parties feel a solution has been reached. This builds resilience and the skills necessary to deal with issues throughout their lives. If children are unable to resolve conflict independently adults will always help. Serious conflict should always be resolved with the help of an adult. Children are asked to complete a Think It Through form (see appendix at the end of the policy).

It is important to give children the opportunity to apologise for their behaviour if they know they have upset someone. This will help both parties to feel better and to move forward. They may want to do this verbally, or if this is difficult they may want to make a card or write a letter.

Sanctions and Rewards

There are clear sanctions, and rewards, for certain behaviours. See the behaviour grid for details of these.

Exclusion

Exclusion is the last resort at Shapla, and is only used in the most serious of incidents (see behaviour grid). Exclusions must follow the LA guidance and may be:

- 1 day
- 3 day
- Permanent

Parents will be asked to come in to school to discuss the incident, then to take their child home and speak to their them about the incident and to remind them of the school values. At the end of the exclusion period, the parents and child must attend a 'return to school' meeting with the Headteacher to ensure the behaviour does not persist.

Governors are notified of any exclusions termly, as are the local authority.

Where necessary a referral may be made to CAHMS (Children and Adults Mental Health Service).

THINK IT THROUGH

Name _____ **Class** _____ **Date** _____

What has happened? How did the incident happen? Start from the very beginning.

Why were my actions or words wrong? Think about our RISE values – Respect, Inclusion, Safety, Equality.

What will I do differently in the future? Think about our RISE values – Respect, Inclusion, Safety, Equality.