



## SCHOOL BEHAVIOUR POLICY

**Approved:** September 2016  
**Review Date:** September 2018

### AIMS AND EXPECTATIONS

At Southway we aim to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way we enable all to reach their full potential, emotionally, socially and intellectually.

The primary aim of our behaviour policy is to promote good behaviour. We have school rules and the staff do not ignore unacceptable behaviour. Having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour.

This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

### Southway Sun and Stars Charter

We have the right to...	We have the responsibility...
Be looked after and kept safe	Looking after ourselves and others
Learn and achieve together	Staying focused, doing our best; challenging ourselves
Be treated equally	Treating others the way we would like to be treated
Relax and play	Playing fairly, showing equal respect
A clean and tidy environment	Looking after our school grounds and equipment carefully
Be heard	By listening to everyone's views

### THE AIMS OF THE BEHAVIOUR POLICY ARE TO:

- Encourage children to have high expectations of their own behaviour.
- To emphasise that everyone has rights and responsibilities and to encourage children to take responsibility for their actions.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- Have a consistent approach to behaviour throughout the school
- Make boundaries of acceptable behaviour clear and ensure safety
- Raise awareness about appropriate behaviour and promote it through positive reinforcement

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## **ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR**

### **The Headteacher will:**

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy
- Keep records of all reported serious incidents of misbehaviour
- Report to Governors via the Headteacher's report on the effectiveness of this policy
- Ensure the health, safety and welfare of all children in the school
- Report to/meet with parents and carers when necessary
- Be aware of and understand his/her rights and responsibilities

The Headteacher and Deputy Headteacher have the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. The Headteacher may permanently exclude a child for repeated or very serious acts of anti-social behaviour. This action is only taken after the school governors have been notified.

### **All Staff will:**

- Adhere to the 'Rights Respecting School' programme
- Give opportunities to develop interpersonal and social skills
- Offer a curriculum that enables pupils to engage
- Give the opportunity to work in groups
- Make sure that pupils listen and are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society
- Be a positive role model
- Reward/praise positive behaviour
- Use and update the behaviour log when necessary
- Ensure the pupils in the class know the class and school rules
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents
- Be aware of and understand their rights and responsibilities

### **Pupils will:**

Respect and care for others

- Listen to others
- Learn/work co-operatively
- Obey the school rules
- Resolve disputes positively
- Value and take responsibility for their environment
- Be aware of and understand their rights and responsibilities
- Be aware of their own emotions and actions and take responsibility for these

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### **Parents, carers and families will:**

- Support the school when reasonable sanctions to deal with the bad behaviour of a child have been used
- Promote positive behaviour at home in order to have continuity between home and school
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain contact the Year Group Leader. Should concerns still remain contact the Deputy Head Teacher, followed by the Head Teacher. If necessary, the school governors
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on their child's emotional well-being
- Be aware of and understand their rights and responsibilities

### **The Governing Body will:**

- Support the school in the implementation of the policy
- Give advice, when necessary, to the Headteacher, about disciplinary issues so that she/he can take the advice into account when making decisions about behaviour issues
- Review the effectiveness of the policy through the Headteacher's report to the Governing Body
- Designated Behaviour and Safeguarding Governor to report to the Governing Body

### **MONITORING AND EVALUATING**

- The effectiveness of this policy will be regularly monitored by the SLT
- The school will keep a record of all incidents – this will be stored on the school server

### **TRIPS**

Attendance on some school trips is a privilege not an automatic right. If a pupil's behaviour before a trip is consistently unacceptable and they have moved to stage 4 of the sanctions procedures, they will not be accepted onto a trip.

The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct or raises concerns about the safety of the individual or others.

### **REVIEW**

The policy will be reviewed in line with the school's review cycle. However, the governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved

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## **APPENDIX 1 – Rewards and Sanctions**

### **REWARDS**

Teachers should feel free to use strategies appropriate to the age and make-up of the class as well as those with which they feel comfortable. Each teacher will agree a class charter connected to the Southway Sun and Stars Rights Respecting School programme and establish clear boundaries related to behaviour within the classroom. All boundaries will be consistently applied.

- Public praise in the classroom, across the year group and at Year Group assemblies
- House points and stickers for good behaviour and good work
- Weekly commendation awards
- Weekly 'Tea with Head Teacher' for good work and behaviour on Friday afternoons
- Praise during circle time
- Displaying the children's work in the classroom to acknowledge their achievements
- Call in parents to show good work ("Just a note"/Postcard home to let parents know children have done well)
- Telephone call to parents to discuss positive behaviours
- Behaviour chart/communication book to share with parents
- Golden time / extra break time
- Individual pupil points
- Table points
- Weekly RRS awards – Southway Sun and Stars
- Head teacher / Deputy Headteacher/ SENCO – children are selected to show good work
- Stickers from all staff
- Golden Awards for good work and behaviour leading to the presentation of certificates at a whole school assembly each half term
- Star of the week (voted by teacher and children)

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## SANCTIONS

STAGE	Examples of behaviour	Possible sanctions	Comments
<b>STAGE 1</b>	Swinging on chairs Interrupting / calling out Losing concentration Running inside the school building Being in the wrong place at the wrong time Ignoring instructions Silly noises Pushing in line	Quiet reminder  Non-verbal signals (e.g. eye contact, pointing)  Change of seating  Name on the board after <b>3 warnings</b> in a day move to <b>Stage 2</b>	Often praising good behaviour (e.g. 'Thank you to all of you who walked sensibly') has a positive effect on those not behaving.
<b>STAGE 2</b>	<b>Persistent stage 1 behaviour</b> Rudeness Affecting other pupil's learning Inappropriate remark to another pupil Minor challenge to authority Damaging school's / pupil's property Harmful or offensive name calling Spitting Swearing	Miss playtime either with class teacher or <i>designated supervised area</i> – <b>child's behaviour log*</b> (kept by class teacher) to be filled in for child to reflect on their actions / behaviours  Child may be sent to a member of SLT  *sanctions from <b>stage 2 onwards</b> must be logged on the server (spreadsheet)	Incidents to be reported on <b>*Behaviour Log</b> on server  Headteacher to check log every half term and speak to persistent offenders  Parents informed if children are recorded more than 3 times per half term
<b>STAGE 3</b>	<b>Persistent stage 2 behaviour</b> Persistent swearing Physically harming another person Continued challenge to authority Stealing Repeated refusal to do set task Highly offensive remarks to other children	Sent to the Headteacher  Telephone call to inform parents / carers  Loss of playtimes and / or lunchtime breaks	Behaviour log to be filled in

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## **SANCTIONS (continued)**

<b>STAGE</b>	<b>Examples of behaviour</b>	<b>Possible sanctions</b>	<b>Comments</b>
<b>STAGE 4</b>	<b>Persistent stage 3 behaviour</b> Bullying Fighting Racist comments Violence Serious challenges to authority	Headteacher informed Meeting with parents  Loss of playtimes for a fixed period  Ban on representing the school and / or trips outside school – fixed period  Internal exclusion from lesson/s	Situation to be monitored by all staff and Headteacher
<b>STAGE 5</b>	<b>Persistent stage 4 behaviour</b> Persistent verbal abuse to a staff member  Physical abuse towards a staff member  Serious physical assault on another pupil	Exclusion for morning or afternoon to include a lunchtime – fixed period  Exclusion for a fixed term  Exclusion for a fixed term	
<b>STAGE 6</b>	<b>Persistent stage 5 behaviour</b>	Governor disciplinary sub-committee convened. Permanent exclusion from school considered	

All the above sanctions are put in place at the discretion of the Headteacher and the context. The child's needs will be fully taken into account when sanctions are applied.

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## **APPENDIX II – Rights and Responsibilities**

### **Staff**

<b>Rights</b>	<b>Responsibilities</b>
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to To share opinions	To listen to others To give opinions in a constructive manner
To be treated courteously by all others in the school community	To mode courteous behaviour To recognise and acknowledge positive behaviour in others
To be made fully aware of the school's systems, policies and expectations	To see information and use lines of communications
To receive appropriate training to increase skills in behaviour management	To support others in developing their skills in promoting positive behaviour To acknowledge areas of own behaviour management skills that could be developed To be willing to trial and evaluate new approaches

### **Pupils**

<b>Rights</b>	<b>Responsibilities</b>
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and self safe
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To own mistakes and learn from them To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To list to others

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## Parents / Carers

Rights	Responsibilities
To be treated with respect	To behave respectfully to others
To be kept informed about their child's progress	To talk to teachers if they have concerns about their child's learning and well being To talk to their child about what he / she does in school To ensure their child attends school regularly
To be listened to	To listen to others
To have access to information on the school's procedures for positive behaviour	To acknowledge / respond to information and share concerns
To have concerns taken seriously	To share concerns constructively

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