



Behaviour Policy

First Draft 23/09/2024

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Southborough Behaviour Policy

Introduction

Our school ethos, which is grounded in promoting respect for ourselves, respect for others, and respect for our school, is fundamental to our approach.

Our behaviour policy is based on our belief that all children will do well if they can, that they all want to feel successful at school, and that there is always a reason lying behind unacceptable behaviour.

Most children come to school with a set of age-appropriate social skills and with the self-regulation they need to be able to learn to behave as part of a group. Our teachers and support staff work with children at the beginning of every year to develop a set of class rules and to reinforce the Golden Rules which apply across the school.

Golden Rules

These rules are regularly referred to and are embedded using positive reinforcement and by adults catching children being good around the school and throughout the day. High expectations are set by everyone and children learn that following the rules in school is simply part of everyday school life.

- We respect our school
- We respect each other
- We respect ourselves
- We love to learn
- We work as a team
- We never give up
- We care for each other

Our Behaviour policy ensures that within a framework of rules, routines, rights and responsibilities we guide, encourage and teach pupils to behave in a manner that allows teachers to teach and pupils to learn. We have high expectations of behaviour from all our pupils and adults.

Positive Classroom and School Environment

At Southborough we encourage:

- Self control/self discipline/self management of behaviour
- Taking responsibility for one's own behaviour
- Having respect for the rights of adults and of other pupils
- Working co-operatively
- Showing honesty and fairness
- Having clear and shared class visions
- The use of personal goals throughout the curriculum

We are aware that at times children may have additional needs, or may be facing challenging circumstances which may impact on their ability to regulate their own behaviour. Where this is the case we adapt our expectations in order to ensure that the expectations are fair and understood by all.

Positive reinforcement

Rewards are central to the encouragement of positive behaviour. Our whole school 'Catch them doing something good' is central to our ethos. School staff will seek opportunities to reward positive behaviour. Effort, as well as achievement, will be recognised. All staff will use reward systems consistently. Class Dojos are given to children for a variety of reasons, including excellent work, resilience and helping others. Class Dojos cannot be taken away once awarded. When a child achieves 50 Dojos, they can change their avatar.

The Green triangle is central to our positive ethos:

Everyone starts at the starting point each day.

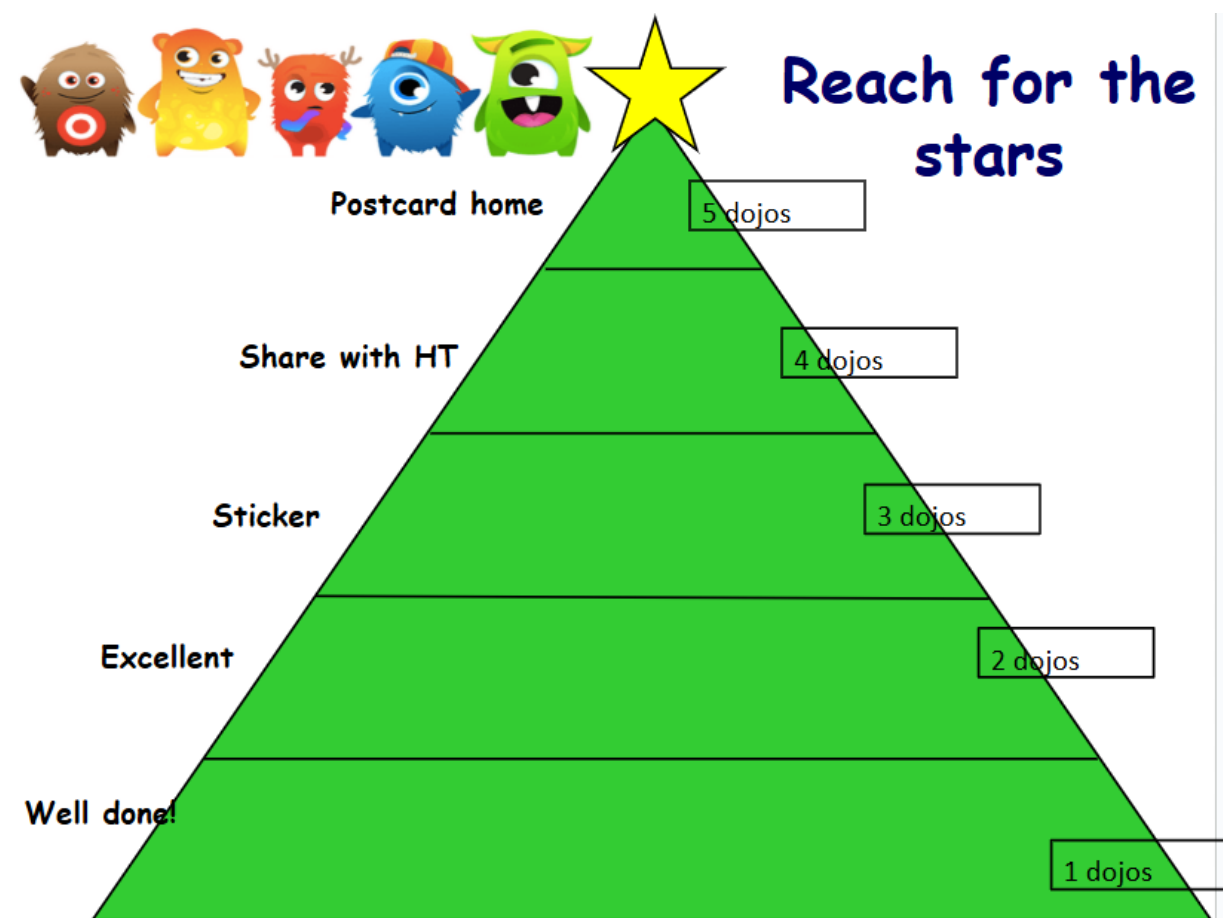
They move up the triangle throughout the day

Once they reach 'Share with HT' they can visit the Head Teacher (or SLT) for a sticker at 2:45pm that day.

Above this they earn a postcard home

If they reach the star they can earn a prize from the class prize box

They then return to the starting point the next morning.

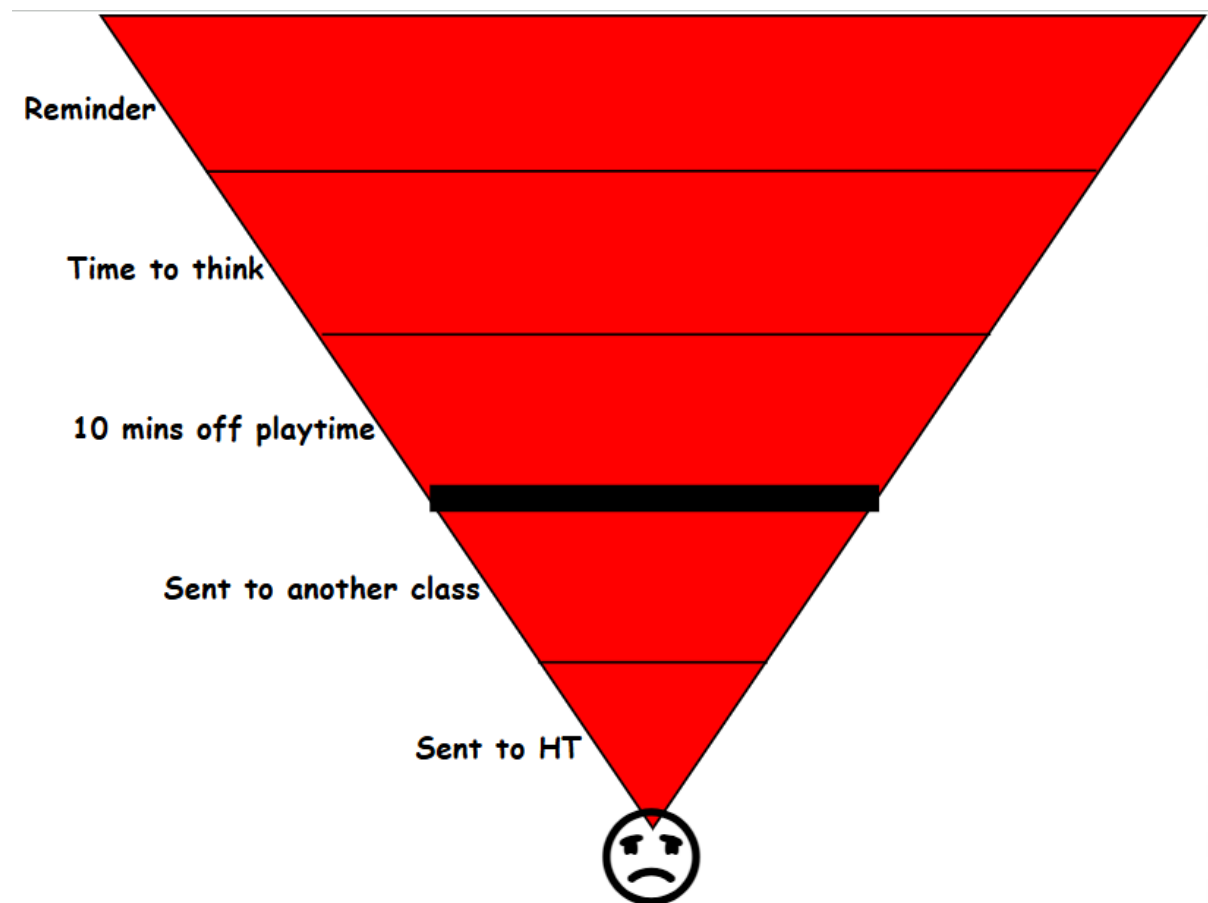


Achievement Celebration Assembly

This is a time for everyone in the school community to acknowledge the achievements of all our children. Each week, children who have worked really hard or who have demonstrated one of the personal goals, for example, resilience to complete a piece of work.

Consequences

It is, of course, necessary to give consequences to children who consistently make negative behaviour choices. These consequences aim to help children reflect on their actions. This is very important in the classroom because a lack of good learning behaviour leads to disruption and ultimately affects the ability of the rest of the class to concentrate as well as take time away from the teacher to do their job and teach all the children. The Red Triangle is on teacher's desk and not on show in the classroom.



<u>Low Level Behaviour</u>	Consequences	People Involved	Support Offered
Talking in class	1 st Verbal warning	Pupil	
Talking whilst lining up	2 nd Verbal warning	Class teacher,	
Talking whilst walking around the building.		HLTA,	
		TA,	
		BLM,	
Play fighting		MDS	

<u>Stage 1 Behaviour</u>	Consequences	People Involved	Support Offered
Inappropriate behaviour:		Pupil	Refer to class rules
Name calling	Time to think	Class teacher,	
Being off task		HLTA,	
(slouching, tipping chair, fiddling with resources etc)		TA,	
Disrupting others learning.		BLM,	
		MDS	

<u>Stage Two behaviour</u>	Consequences	People Involved	Support Offered
Persistent low level behaviour	10 mins off playtime	Pupil	Restorative
Fighting/bullying		Class teacher,	Justice/Social
Swearing/inappropriate language	Recorded on CPOMS and monitored by CT	HLTA,	Stories/Anger
Refusing to follow directions from staff	(5 missed playtimes in one half term, consequence goes to stage 3)	TA,	Management/Strategies with IA's/BLMs
Rudeness to teachers and other adults		BLM,	
Wilful damage to property	Let parents/Carers know	MDS	Lego Therapy

<u>Stage Three Behaviour</u>	Consequences	People Involved	Support Offered
Two incidents of stage 2 behaviour in a day Continuously Disrespectful behaviour to members of staff and other adults	Recorded on CPOMS Report to Head Teacher Time out of class/Different Class Missed Play Let parents/Carers know	Pupil Class teacher SLT	Restorative Justice/Social Stories/Anger Management/Strategies with IA's/BLMs

<u>Stage Four behaviour</u>	Consequences	People Involved	Support Offered
Biting/violence All behaviours that puts other children's safety at risk	Recorded on CPOMS Fixed term suspension Reintegration meetings Let parents/Carers know	Phase leader Member of SLT	Restorative Justice/Social Stories/Anger Management/Strategies with IA's/BLMs

Time out of Class/Fixed term Suspension

Time out of class or Fixed term suspension will be used for incidents of:

- Physical assault on another child or an adult
- Offensive verbal abuse towards another child or an adult
- Racial or homophobic abuse
- Bullying
- Being in possession of drugs at school
- Being in possession of a weapon at school

The following can be applied:

1. Time out of Class in which a child is removed from her/his class and placed away from their class
2. Fixed term suspension where a child is not permitted to attend school for a fixed period of time.
3. Permanent exclusion whereby a pupil is no longer permitted to attend Southborough School.

Consideration will be taken of the age, knowledge and understanding of the child/ren involved in the incident when determining whether an in-school or fixed-term suspension will be used as a sanction.

Reintegration of suspended pupils

All pupils being reintegrated following suspension will have our expectations of behaviour re-clarified. Systems will be established where appropriate/necessary, to support the pupil in making a successful return to class/school.

Permanent exclusion is the ultimate sanction and will be used when:

- All other avenues of support have proved unsuccessful
- A child's behaviour puts the well-being, safety and dignity of others in jeopardy.

Prejudicial or discriminatory behaviour

All incidents involving prejudice and discrimination based upon gender, race, social class, ethnicity, nationality, sexual orientation, religion, age and disability must be reported to the Head Teacher via CPOMS.

In all such incidents the following will occur:

- The seriousness of the incident will be explained to the child.
- Details of the incident will be gathered from everyone involved.
- The child will be expected to apologise to the victim.
- A record of the incident will be made.
- A decision will be made about the discipline to be employed.
- The parents/carers of all the pupils involved will be advised of the incident and the action taken.

The Head Teacher will consider the child's age and/or understanding of the abuse before determining the severity of the discipline and may in serious incidents bypass this hierarchy of discipline measures to ensure the well-being and respect of all our pupils.

Additional needs

For children who have Education Health Care Plans or who have Special Education Needs, we will communicate with the relevant individuals before a decision is made on the appropriate decision when a sanction may be needed. For example, considering the child's needs and the circumstance that may have led to the incident as well as the child's cognitive understanding

of the situation. At times this may require the school to call a meeting with external agencies to discuss further support.

Behaviour outside of school

If the school becomes aware that anti-social or unacceptable behaviour has been displayed by pupils outside of the school or online it will be dealt with appropriately. For example it will be addressed through PSHE and Assembly themes or by a meeting with the parents. We expect our children's behaviour to be excellent at all times as they are representing our school.

RESTORATIVE JUSTICE

We use a system called Restorative Justice to support children who are having friendship difficulties or who are involved in conflicts or arguments which cause them distress. Firstly we teach them that disagreeing with people is a normal part of life and that learning to resolve disputes assertively is part of being a good friend and a good member of the school community. We do not believe that routinely telling children to apologise when they do not mean it, or telling them to avoid each other is a constructive approach.

We believe they need to learn to resolve their difficulties respectfully. Restorative Justice involves the use of a script which adults use to prompt children to reflect on what has happened and also to discuss possible ways forward, ideally things they have come up with themselves. We typically use Restorative Justice as a follow up to a play detention so that the children can think about what they need to do if a similar situation arises, and so that relationships can be repaired if needed.

We also use Restorative Conferences to help groups of children who are struggling over time with friendships or where there are minor bullying issues. We acknowledge that children value their friendships with one another enormously and can be completely devastated when they go wrong. We know that this affects them in many ways, not least in their ability to access and enjoy learning, so we know that this is time well spent.

Restorative Conferences are where groups of children are given the opportunity to come together as a group, always with a trained adult. Each child is given a chance to speak without interruption, and to say how they are being affected by what is going on. The adult supports the children to come up with a set of rules which are written down into a simple contract which we monitor and help them to keep. These contracts are reviewed regularly until the children themselves feel they are no longer necessary. These contracts teach children important conflict resolution skills and empower them to feel they can deal successfully with everyday disagreements without adult support.

Questions we ask the children:

- What happened? How were you feeling at the time?
- How have you been affected by what happened?
- What do we need to do now to put things right?
- What could you do if this happened again?
- Do you think you have done anything you need to apologise for?
- Do you feel that anyone here needs to apologise to you?

