



Summerfield School

Behaviour Policy

November 2015

Behaviour Policy

Introduction

We expect high standards of behaviour from our children at all times. Expectations are shared by all staff, children, parents and carers and we work together to maintain them.

This policy acknowledges the school's legal duties under the terms of the Equality Act 2010 in respect of Safeguarding and in respect of pupils with Special Educational Needs.

Aims

- To enable children to develop respect for themselves, for others and for the environment.
- To create a secure environment in which the children can develop to their full potential.
- To ensure that children can concentrate on learning without any distraction.
- To enable the children to become confident, responsible and caring members of society.

Children's Standards

We have developed a set of standards that underpin every aspect of school life:

- We are safe
- We are kind
- We are honest
- We are respectful
- We are proud
- We are determined

These are promoted in addition to British Values:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance

Each year group will also create a set of classroom specific rules at the start of the academic year. These will be appropriate to the age group.

Incentives

By creating an ethos of high expectations and positive reinforcement, we aim to ensure that the children meet our expectations of behaviour.

- School Standards will be clearly displayed throughout the school.
- Every child should receive at least one kaleidoscope every school year (this should be for good learning behaviour, good behaviour outside the classroom as well as for academic success.)
- Daily assemblies will reflect a 'value of the month.'

- The school community should share success. This can be achieved during Circle Time, daily assemblies, weekly kaleidoscope assemblies, by putting children's work up on display in the school and on the school web site.
- A star of the week will be identified in each class for exhibiting 'good learning behaviour'.
- Classes may chose to have an additional reward scheme as appropriate.
- Parents are informed of children's particular successes within school either verbally or in the Home School Organiser.
- Children should be sent to other staff to share good news and to receive stickers or merits.
- To break inappropriate behaviour patterns, teachers may choose to provide tangible incentives on a short term basis. (In consultation with SMT)
- Learning Mentor will lead focused activities to promote good behaviour. (including daily lunchtime clubs)
- Once a month an achievement assembly is held in which children can share successes they have achieved outside school.

Sanctions

Children are clear about the consequences of inappropriate behaviour.

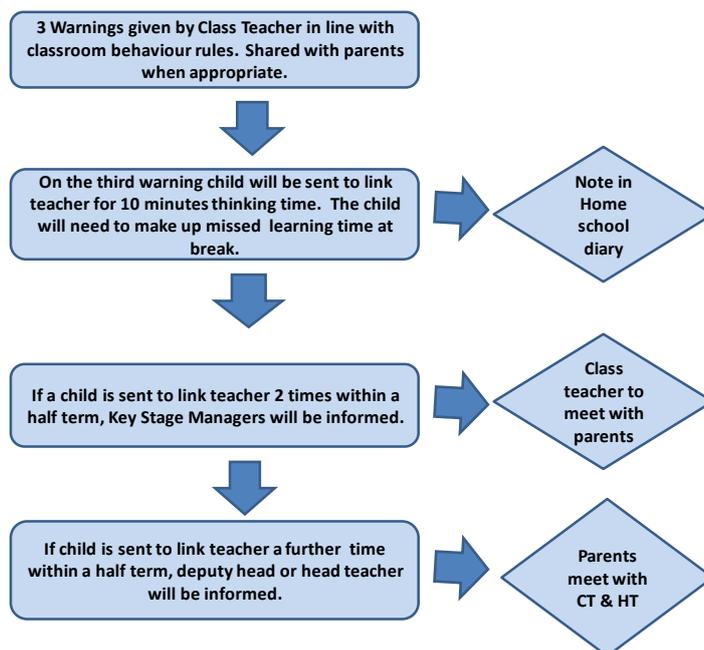
Staff and children understand procedures for dealing with low level disruption.

Each class has a system for recording and tracking behaviour.

Each class has a behaviour book where teachers record occasions where behaviour has been below the expected standard. Class teachers scrutinise these books regularly to identify patterns in behaviour. This information is then shared with SMT including the SENCO and an action plan is put into place.

As part of our partnership with parents, they are kept informed at each stage of the process.

Behaviour strategy for low level classroom disruption



Procedures for Recording Inappropriate Behaviour

- Sexual language or gestures – needs to be recorded in the Child Protection Register held by the Head Teacher. (If appropriate the Headteacher will consult Milton Keynes Safeguarding Hub)
- Racial comments – reported to Head Teacher for returns to LEA
- Ignoring or being rude to a member of staff – Incident Book
- Regular infringements of the Children’s Standards will be recorded in the Incident Book.

Entries in the Incident Book need to record the date, the incident, child’s name, home base, initials of the person recording the incident as well as details of the action taken.

The Incident Book should be brought to each staff meeting so that all members of staff are aware of any behaviour problems.

If a child’s name is recorded in the Incident Book twice within a half term, the parents will be informed and invited in.

Incidents that occur outside school (Including inappropriate use of the Internet and cyber bullying) will be dealt with by the Headteacher/ Class Teacher as appropriate.

Physical Contact

Each class teacher has been issued with a red triangle which will be used to signal that they need support in a difficult situation. If necessary this will be taken by a child.

The staff retain the capacity to screen and search pupils. Physical contact by a member of staff will only be used, as a last resort, to prevent harm to the child or to others.

Behaviour Plans

- The Class Teacher and SENDCo will jointly create Individual Behaviour Plans when Wave 1 strategies have failed to change behaviour patterns in a child.
- If it is felt that extra support is required, the SENDCo will contact the Behaviour Support Service.

Midday Supervisors' Guidance

We expect our children to behave well on the playground and when moving around the school at lunchtime.

Inappropriate behaviour should be dealt with swiftly. This ensures that the child is clear that their behaviour has been unacceptable. Consequently lengthy discussions at the end of playtimes which disrupts both teaching and learning can be avoided.

Lunchtime Procedure for Minor Incidents.

- The child will be warned that their behaviour is unacceptable.
- The child will be given up to 5 minutes time out. This will be spent with the MDS who imposed the sanction.
- For more serious incidents the child will be sent to the senior manager on duty who will record it in the incident book.
- Senior Management will send a contact slip to Class Teacher to inform them of the incident.
- Appropriate action will be taken and may include informing parents.

Temporary Suspension/Exclusion

This is used after thorough investigation, in cases of extreme behaviour, for the protection of the child or children in the school. It is governed by a strict code of conduct agreed with the LEA and is actioned by the Head Teacher.

Details of the exclusion procedure are kept in the school office.

Anti-Bullying Policy

Rationale

Everyone at Summerfield School has the right to feel secure and happy. Only if this is the case are all members of the school community able to achieve to their maximum potential.

Bullying of any sort prevents this and restricts equality of opportunity. It is everyone's responsibility to prevent bullying.

Where bullying exists the victims must feel confident to activate the systems within the school to end the bullying. It is our aim to challenge attitudes about this behaviour, increase understanding and maintain an anti-bullying ethos in the school.

Definitions of Bullying

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone and **includes bullying on line or in social media.**

The school works hard to ensure that all pupils know the difference between bullying and "falling out".

Actions to Tackle Bullying

We will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report this. There is provision for school members to report incidents anonymously through worry boxes or school council suggestion boxes.

All reported incidents of bullying will be investigated and taken seriously by staff members. **All suspected incidences of bullying will be reported to the Senior Management team and thoroughly investigated. A record will be kept of all incidents in the Incident Book.** If bullying includes racist abuse then it should be reported to the Headteacher to be recorded on the termly Racial Incident proforma.

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

We promote positive relationships with the use of various strategies. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists. Our learning mentor will work with children who may need

support with relationships.

Parental Involvement

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded **after careful investigation and enough evidence has been gathered in line with the requirements of the LEA Exclusions Guidance**).

Governor's advice here on parents who cannot accept their child's role in the bullying process

Parents are made aware of the school Anti Bullying Policy regularly and are asked to encourage their children to **tell on the bully**. Bullying in all its forms is an ever present threat and it is essential to constantly review this policy and its effectiveness.