

SOMERVILLE PRIMARY SCHOOL BEHAVIOUR MANAGEMENT POLICY

Please note that the Federation SYCOL teams are currently working together to produce a new behaviour policy which will supersede this version after June 2018.

*Our Vision:
Aiming high together*

*Through our mission:
Inspiring and challenging to ensure successful futures*

*Our core values:
Happiness
Respect
Resilience
Responsibility*

Aims

It is a primary aim of Somerville Primary School that every member of the school community feels valued and **respected**, and that each person is treated fairly and takes **responsibility** for their actions. We are a caring community, whose values are built on mutual trust and **respect** for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels **happy**, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate and **respectful** way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, **responsible** and increasingly independent members of the school community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

Somerville Federation is a Rights Respecting School and ensures that it threads throughout the whole school to help develop pupils' acceptance of difference and diversity, and provides them with a strong moral compass.

Equal opportunities

The policy is implemented equally to all members of the school pupil population, regardless of gender, nationality or disability. It is important that pastoral issues relating to individual pupils are taken into consideration.

Staff Responsibility

Behaviour Management is the responsibility of **all** staff at Somerville.

Role of the Headteacher

It is the responsibility of the Executive Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors of the Federation, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Headteacher to ensure the health, safety and welfare of all children in the school.

The Executive Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Executive Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism.

The Executive Headteacher 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 Executive Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Band Leader, then the Assistant Headteacher of the Key Stage and then the Deputy Headteacher and if necessary the Executive Headteacher

The Learning Mentor is employed by the school to **support** children who, for a variety of reasons, find the school environment challenging. The Senior Management Team, agree with staff, those children who need to be supported and the Learning Mentor reports progress to the class teachers and the Senior Management Team.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent (in discussion with the Senior Management Team and the Executive Headteacher) if there are concerns about the behaviour or welfare of a child.

The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.

The Role of Parents and Carers

Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Band Leader, Assistant Headteacher, Deputy Headteacher and Executive Headteacher in hierarchical order.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.

Organisation

Class Rules

- Class teachers, support staff and children in their class devise these at the beginning of the academic year. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. They should focus on the positive rather than the negative.
- Rules should be written up neatly and prominently displayed in the classroom.

Circle Time

- All classes use Circle Time sessions as a tool for promoting positive behaviour. Circle Time sessions may be combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.

Promoting Positive Behaviour

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children a variety of rewards agreed through phase team meetings. These include praise, marble jar, golden time, star awards and dojos.
- Pupils may be sent to another member of staff to reinforce the praise and they may receive a sticker.
- Each week one child from each class is nominated to receive a certificate in the Awards assembly, to celebrate good behaviour, attitudes and achievement and other foci decided weekly by the Executive team.
- Positive playtime behaviour is rewarded by additional time being awarded on the adventure playground.
- The Executive Headteacher actively encourages staff members to send children to her for good behaviour, improved attitudes to learning, and outstanding achievement.
- Somerville Primary School expects school rules to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during playtime.

- If behaviour is inappropriate then a verbal warning is given to the child and the class teacher should explain to the child what he/she is doing that is not acceptable.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- A class teacher may assign a time out table in their classroom where a child can be placed in order to reflect on his/her behaviour.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher may at this point seek further support from the Deputy Headteacher or Executive Headteacher.
- If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the Deputy Headteacher or Executive Headteacher. The school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. For further information regarding bullying see the school's anti-bullying policy.
- Racist incidents will not be tolerated in any form.

Age Appropriate Sanctions

- All classrooms in the school have a behaviour log that is kept in the classroom to record negative behaviour and a behaviour letter is sent home where appropriate by the classteacher.
- Teachers need to ensure all staff, particularly HLTAs and midday meal supervisors know that a child is under sanction or has behaviour targets.

Foundation Stage

- Teachers, Early Years Practitioners and other adults speak to the children about their behaviour, using age appropriate language and try to help the children build an understanding about behaviour that is appropriate at school.
- During carpet sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are sent to another carpet in Foundation Stage.
- During free flow sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are put on time out.
- Any aggressive or violent behaviour results in a child being sent immediately to time out. If poor behaviour continues after the time out session they will be sent to see the Band Leader for FS, Executive Headteacher or Deputy Headteacher or spend time out in another classroom.
- Staff meet daily to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children. Adults will discuss any of their concerns regarding a child's behaviour with their parents or carers. An individual support programme might be arranged in consultation with SENCO, Executive Head, Deputy and Parents/Carers.

Sanctions and Rewards.

Sanctions and reward specifics can be seen by reading the appendices in the behaviour guidelines at the end of this policy.

Foundation Stage Monitoring / Playground Expectations

- Positive behaviour acknowledged with stickers.
- Behaviour concerns are recorded to the classteacher by meal supervisors detailing incident.
- Serious misbehaviours are reported verbally to class teacher
- Persistent concerns and emerging behaviour patterns are monitored at weekly planning meetings

Behaviour Monitoring

The following systems are in place to monitor behaviour:

- Each class has a behaviour log recorded onto the school pupil tracker online system called SPTO. This log is to be kept up to date by the class teacher.
- Children who are involved in incidents will have the incident recorded in the log detailing the incident, the child's response and action taken.
- Class teachers will have copies of letters that they can send home to parents/carers if they want to discuss a child's behaviour. If a letter is sent home, this needs to be recorded in the log and the letter sent to the office for posting. The headteacher must be informed if a letter is sent home. Any phone calls must also be logged.
- If a teacher sends a letter home and receives no response from the parent/carer within two school days, the Executive Headteacher or Deputy Headteacher should be informed. A second letter will then be sent to the parent/carer from the Deputy Headteacher or a phone call will be made.
- Non-class based teachers should follow all the procedures in place and should communicate action taken to all relevant staff.
- Serious incidents are recorded in an incident log in the Headteacher's office.
- Behaviour Triggers where children are immediately sent to Executive Headteacher or Deputy Headteacher
- The following behaviour triggers a child being sent immediately to the Executive Headteacher or Deputy Headteacher:
 - physical violence or threatening behaviour
 - swearing intentionally to cause offence
 - racist, sexist or homophobic remarks (these are recorded separately and reported to Governors)
 - repeated disobedience
 - continued inappropriate behaviour after returning from Time Out
- If a child refuses to go to the Executive Headteacher or Deputy Headteacher, the class teacher will either telephone or send another pupil to the office. In the playground a Midday Meal supervisor will send another child to inform the Deputy Headteacher or the Headteacher of the situation..

- A log is maintained of all parent contact/incidents in the Executive Headteacher's office.

Further Sanctions

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school.

Exclusions will occur if:

- Children repeatedly violate the Behaviour Policy
- Children seriously assault another child or children
- Children assault a member of school staff
- Children commit serious breaches of the Behaviour Policy
- Children repeatedly prevent other children in their class from learning as a consequence of their behaviour.
- A child brings the school into disrepute whilst not in school (ie after school or at the weekend).
- An allegation is made against a member of staff which when investigated is unfounded.
- Other incidents considered serious by the Executive headteacher. (In the absence of the Executive headteacher on site, the Executive headteacher must be contacted to consider the seriousness of the incident).
- Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

Exclusion Guidance from September 2017 is currently used by the school unless superseded before the school policy is reviewed.

The Executive Headteacher may decide to exclude for 5 days in the first instance whilst a full investigation takes place, this may lead to an extension of the fixed term exclusion or a permanent exclusion.

Training and Support

All staff are entitled to in-service training and support in managing pupils' behaviour. There are several methods of training that are utilised within school:

- Individual teaching and/or associate staff attend Wirral or externally provided courses.
- Whole school training by Wirral or an external consultant.
- Separate training for teaching and associate staff.
- Regular staff meetings to share ideas and strategies.
- Regular meetings with midday supervisors to share ideas and strategies.
- Team teach strategy training for specific staff utilised to support restraining of pupils where necessary.
- Opportunities to have pupils removed from a situation if they are particularly disruptive.
- Opportunities for teachers to talk to senior staff and school managers about particular pupils' difficulties.
- A teacher with experience and responsibility for behaviour management.
- Partnership with Gilbrook Outreach Service
- Staff are asked to bring concerns to the attention of the executive team or executive headteacher before they become problems.

Behaviour Management is regularly reviewed in full staff meetings, Key Stage meetings and team meetings. Adjustments are made accordingly.

Approved by Governors of Somerville Federation at the Full Governing Body Meeting March 2018.

To be reviewed Annually

Next review date prior to March 2019

Appendices: Rewards and Sanctions.

REWARD SYSTEM

Behaviour Guidelines	Rewards
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It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements. **BE POSITIVE!**

Rewards

1) **General**

- Favourable comments can and should be entered on pieces of work.
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school (see Display Policy).
- A visit to the Headteacher for commendations.
- Let the Headteacher know if a child has gone above and beyond and a commendation postcard should be sent home.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Pals, Monitors, School's Council etc.
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

2) **Whole School Reward System: 'DOJOs'**

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'DOJOs'. DOJOs may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.

When awarding the DOJO the member of staff should reinforce the good behaviour e.g. 'You can have a DOJO for waiting so patiently'.

Once awarded a DOJOs can never be deducted (see Sanctions). DO NOT USE THIS PART OF THE SOFTWARE

They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Any noteworthy behavior DOJO recorded 50 DOJOs = reward for F2 to Year 4. If a child has 50 DOJOS but has more than four RED TIME OUTS which will be recorded on TIMEOUT B sheet then for every one of these child loses 15 minutes of reward. These pupils will be sent to SLT during reward afternoon. SLT will need a list of pupils names with time missed alongside.

In Years 5 and 6 extra DOJOs will be given out according to the table below.

Reading at home 3 x week	2 x DOJO
Spellings 17 plus out of 20	2 x DOJO
Times tables 17 plus out of 20	2 x DOJO
PE kit in school	2 x DOJO
An increase of more than 4 in number facts	2 x DOJO
Completion of project	5 x DOJO

In Years 5 and 6 80 DOJOs need to be collected to earn the reward. Same rules to RED TIME OUTS apply to years 5 and 6.

A 'DOJOs' can be awarded by any staff member to any child at any time. All staff should carry 'DOJOs' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school**. Staff can give DOJO cards to give to their class teacher

THE REWARD

This will take place half termly and MUST be well planned and resourced. It should be fun and exciting and teacher should be involved and not just let pupils get on with it. At the start of the term bands will decide on the activities to be offered and buy any resources required. Each Year band will have a different day. Children will not be told what day it will be in case their parents keep them off. Examples of fun activities might be; paper mache, junk modeling, musical instruments, messy science, table tennis, clay, batik cookery etc.

At the end of each half term reset all dojos ready for the next half term.

SANCTIONS PROCEDURE

Behaviour Guidelines	Sanctions
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Sanctions

In the use of sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. However, as a general rule for minor misdemeanors, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

If unacceptable behaviour occurs:

(Classroom teacher)

Use normal strategies:

e.g. Polite requests, warnings (no more than three), repositioning, separating etc. Use strategies such as your proximity to a child, a hand gesture etc, vocalisation not always required.

Step 1 (Classroom teacher)

Give a final warning:

Use the agreed phrase, 'This is your final warning. Do you understand?' Move the child onto amber on the traffic lights whilst you are saying this. Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

FROM NOW ON NO MORE WARNINGS. TAKE ACTION

Step 2 (Classroom teacher)

Time Out (A)

- **Move onto red if behavior improves they can move back onto amber.**

- Child sent to designated chair/area of classroom.
- 5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.
- Child records when, why on class list at isolation table.

If behaviour improves return to lesson.

If not or if child refuses, move to

Step 3

For a regular offender:

- Record who, when, why on personal sheet.
- Possible removal of treats / playtime etc.
- Discussion with Team Leader and/or SENCO : consider Behaviour Intervention.

Step 3 (Teacher colleague) Time Out (B)

- Child escorted to designated colleague.
- Up to 1 hour working alone without causing disturbance.
- Possible removal of a treats / playtime.
- Child records when, why in Attitude section of Mentoring file. Red mark on traffic light is recorded 15 minutes from golden lost, can't be regained.
- Child moves back onto green

If behaviour improves return to class.

If not or if child refuses, move to

Step 4

For a regular offender:

- Discussion with Team Leader and/or SENCO : consider School Action of the Code of Practice.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Complete a 'Behaviour Assessment Profile' if necessary.
- Parents informed by class teacher that behaviour is a cause for concern. A record of conversation needs to be kept and sent to HT for their records.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement.

Step 4 (Team Leader/Head) Time Out (C)

- Child escorted to TLR on first instance , AHT on second, DHT on third and HT as a last resort.
- Half a day working alone without causing disturbance.
- Record who, when, why and store in Attitude section of Mentoring file.
- Parents informed of isolation by speaking to parent. If a parent has not answered phone or picked child up a letter must be sent.

*If behaviour improves return to class. If not or if child refuses, move to **Step 5***

For a regular offender:

- Discussion with Team Leader / Head/ SENCO : consider the need for School Action Plus
- Initiate closer monitoring i.e. frequency monitoring, time sampling etc.
- Complete a 'Behaviour Assessment Profile'.

- Parents by letter that child's behaviour is causing serious concern.
- Meeting with parents to investigate possible causes/alternative strategies i.e. parents working alongside child, reduced school day etc.
- Access to extra-curricular / enrichment activities dependant on progress.
- Referral to multi agencies i.e. Behaviour Support/Ed Psych etc.

WE WOULD HOPE A CHILD WOULD NOT GET TO STEP FOUR OTHER THAN IN EXCEPTIONAL CIRCUMSTANCES

THERE ARE FIVE FURTHER STEPS WHICH THE SENCO AND EXEC TEAM HAVE ACCESS TO ALL INDIVIDUAL PUPIL RECORDS AND COPIES OF LETTERS TO BE TRANSFERRED TO PUPILS YELLOW FOLDERS AT THE END OF THE YEAR



SOMERVILLE FEDERATION

Time Out B Record

Name: _____

Class: _____

Date:	Time:	Lesson/Activity:
Reason:		
Consequence:		

Date:	Time:	Lesson/Activity:
Reason:		
Consequence:		

Date:	Time:	Lesson/Activity:
Reason:		
Consequence:		

Date:	Time:	Lesson/Activity:
Reason:		
Consequence:		

Store in the class Mentoring File. .

TO BE SENT ON SCHOOL LETTERHEAD
COPY TO BE PUT IN CLASS FOLDER

RE: TIME OUT B

Dear Parent/Guardian

I regret to inform you that _____ attitude and behaviour today has been very disappointing and well below that expected by the school.

Despite warnings and opportunities to correct his/her own behaviour he/she had to be removed from their classroom today so that lessons could continue. This is not the first time this has happened and my concern is that it appears to be becoming a regular occurrence.

I felt you would wish to be informed and trust you will support the school in trying to prevent this behaviour in future.

He/She has since rejoined their class and this letter is for information only at this stage. However, should the problem persist, it will be necessary to speak to you about this matter and hopefully agree further action.

If you wish to know more about this incident or if you discover anything you feel I should know about please contact the school and arrange an appointment.

Yours sincerely

Class Teacher



TIME OUT B

Reply slip: *Please sign and return to school as proof of receipt*

Name of child: _____ Class: _____

- I acknowledge receipt of your letter dated / /
- I would like an appointment to discuss the matter.
- I will speak to my son/daughter regarding their behaviour in school.

Signed: _____ (Parent/Carer) Date: _____