

# Scarcliffe Primary School



# Behaviour Policy

(Version 2 - February 2024)

Date policy ratified by governing body/trustees:

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Author/s of policy: I Marsh

Policy review dates and changes

Review date	By whom	Summary of changes made	Date ratified by governors/trustees	Date implemented
February 2024	Ian Marsh	Updated to V2 on cover Logo on cover updated Date on Annex 1 changed to 2024		

At Scarcliffe we have adopted a policy of positively reinforcing the standards of behaviour which we are seeking to achieve throughout the school. Our vision and ethos promote a happy, friendly environment in which we all Strive to Shine. Striving to Shine refers to both academic and non-academic behaviour, both in and out of the classroom. One of our values states:

*We should all be respectful and caring to others.*

It is every child's entitlement to feel they are in an environment that is safe, encouraging positive behaviour and correcting unacceptable behaviour fairly but firmly. Children are encouraged to take pride in their school and the way they behave around school.

### **Our Behaviour Principles**

- Everyone at our school has the right to be respected and to feel safe. Nobody else has the right to conduct themselves in a way which makes someone else feel unsafe or not respected.
- We all have high expectations in terms of how children at Scarcliffe should behave and conduct themselves. These expectations are explicitly shared with all pupils.
- Staff understand that all behaviours (positive or otherwise) are a form of communication.
- As staff, it is our role to find out what children are trying to communicate through their behaviour. Questions we might consider include: Is the child bored? Is the work they are doing too easy? Is the work too challenging? Is the child experiencing difficulties outside of class – at home or with their peers? Is this behaviour out of character?
- Children come to school to learn academic subjects, but crucially, they come to school to learn how to behave in order for them to become good citizens. We have a key role in shaping this aspect of our pupils' development.
- The vast majority of people respond to positive praise and reinforcements. This approach also makes classrooms a more positive and supportive environment to be in.
- Much like other aspects of schooling, some children need additional support in terms of their behaviour. As a school, we will endeavour to provide children with the support, interventions and structures they need in order for them to be able to succeed.
- When dealing with a behaviour incident, staff will endeavour to identify the trigger which led to the behaviour and will then work with the pupil to decide on the consequence / repair.
- We believe behaviours are a choice. We help children to understand the alternative choices they can make so they can decide which might be the best one.
- We will support children in making better choices by helping them to recognise triggers.
- When dealing with a behaviour issue, we will work hard to support the victim and the perpetrator.
- We will not make assumptions about what has happened. We will ask key questions:
  1. What happened?
  2. How did that make you feel?
  3. What could you do better next time?
- We will work closely with parents and carers as partners and will keep them informed if significant behaviour incidents occur.
- Staff will promote and demonstrate positive behaviours and will foster a positive culture in school.
- Staff will respond to children with clear boundaries about what is inappropriate, safe and acceptable – both in terms of learning behaviours and pupil conduct. They will focus on this during the establishment phase and will frequently remind their class about their expectations.
- Children need to be given the opportunity to calm down in a safe, calm space before behaviour incidents are addressed.
- Staff will endeavour to understand behaviour triggers for individual children and will use effective de-escalation techniques to maintain high levels of good behaviour.
- We understand that children will make mistakes in terms of their behaviour and we praise them for their honesty in owning their behaviour.

(annex 1)

### **Acceptable Behaviours**

**Acceptable behaviours** are those which are conducive to maintaining a calm and respectful environment in which everyone feels safe. Children are allowed to question staff about decisions they have made – such as why they have been asked to move to 'stop and think' but this has to be done in a respectful way when the child is feeling calm. Staff will respond to these requests professionally and calmly with a focus on helping the child to modify their behaviour. Children are expected to adhere to the school uniform policy.

### **Rewarding Positive Behaviours**

At Scarcliffe, we like to spend time and effort rewarding and praising the children who consistently behave well. We do this in a wide variety of ways:

### Superstar Students

We encourage every child to aim to be a Superstar Student. Every two weeks, class teachers nominate Superstar Students. The teachers decide who they think has behaved amazingly well in all aspects of school life. The chosen children wear a wristband for two weeks and receive a number of rewards – as agreed by the school council. Rewards might include additional break times, sitting on a bench in assembly, having a hot chocolate and eating at the Golden Table.

Staff have agreed on criteria about what constitutes a Superstar Student and this has been shared and discussed with children, both in class and in assemblies.

### Learning Behaviours

We have FIVE key rules in school to help children have positive learning behaviours – S.H.I.N.E. These five rules are displayed around school and all children are aware of what they are and what they mean. When a child is not behaving as we expect, they are reminded of the rules. Our five rules are:

1. Stick at it
2. Help others
3. Independent
4. No distractions
5. Explain your learning

Assemblies teach and reinforce these rules.

### Good to be Green

We hope that all children will follow the S.H.I.N.E. rules as well as meeting the criteria for becoming a Superstar Student. To help children stay on track in terms of their learning, we use the 'Good to be Green' chart. All children start the day with a green card which is displayed (but not prominently) in each class. The aim is for children to remain green all day. Where their behaviour does not meet our expectations, staff will follow the following process:

1. Verbal reminder and warning that if they continue there will be a consequence.
2. 'Stop and Think' card. The children will go to the behaviour chart and place a 'Stop and Think' card in front of their name. There is no consequence to 'Stop and Think', it just gives the children a chance to reflect and refocus.
3. Warning Card – These orange warning cards are used when a child continues to not meet our expectations in terms of behaviour. The consequence for this will be that the child will have to move their card to an orange card. Once an orange card is issued, the staff member will then make time (at their convenience) to talk to (and coach) the child to support them in modifying their behaviour. Most often, these discussions take place at break or dinner time.
4. Consequence Card – The red cards mean that the child has continued to misbehave after getting a Warning Card. They move to this card which indicates that they will need to spend some time talking to the head teacher about their behaviour.

At any point, if staff decide that the children have modified and improved their behaviour, they may move them back to Green.

As stated above, children are responsible for moving their own cards and should only take interest in their own – rather than worrying about what other children have. Children are reminded about this.

### Class Dojo Points

At Scarcliffe, we use Class Dojo to reward children. The children have ownership over the class behaviour system as they can sometimes nominate peers for Dojo points and also have a say in what they are awarded points for. During celebration assembly each week, the class with the most Dojos is celebrated.

Once a child earns 100 Dojo points they achieve a Bronze award. 200 Dojos results in the awarding of a Silver Award and 300 results in Gold.

The school council have rewards councillors. These councillors have the responsibility to organise an end of year Class Dojo Day. During the day, children can use their earned Dojo points as a currency. There are a range of stalls and activities for the children to choose from. We promote democracy by asking the school council to talk to the rest of the school about what they would like as prizes and stalls.

Parents can see the number of Dojo points their child has received that week and are alerted each time a Dojo is awarded.

### Golden Book & Celebration Assembly

All members of staff are keen to celebrate achievements with children and often send them to another member of staff to do this. The Headteacher keeps a 'Golden Book' system for SHINE work/work that both the member of staff and pupil are very proud of in relation to progress and/or outcome. The child shares their work with the Headteacher, receive a 'Headteacher award' sticker and a note is put in the 'Golden Book' to be read out in Celebration Assembly. Once entered in the book, the child is awarded Class Dojo points. Golden work is reserved for work completed in school. Class teachers and teaching assistants are free to determine their own systems to reward homework and home learning within their own classes.

Class teachers will award two Superstar Student certificates for in Celebration Assembly one week. The following week pupils in the class nominate peers for a certificate due to them demonstrating particularly outstanding behaviours.

### **Teaching Behaviour in the Curriculum**

As stated in Our Behaviour Principles, we understand that children come to school to learn how to behave. With this in mind, we actively teach behaviour through our curriculum. This helps children to develop an understanding about what is right and wrong so they can take charge of (and responsibility for) their own behaviour. Through our PSHE scheme, PSHE Matters, we teach many aspects of behaviour – including celebrating differences, bullying matters and respecting others. Through RE, children learn about more about the beliefs of others and learn to be tolerant of other people. During topics, we build in many opportunities for children to become critical thinkers about what is right and wrong. Staff build in regular opportunities for children to work, learn and play collaboratively so they can practise positive behaviours – which are modelled by staff effectively. We have high expectations in all classes, so that children learn that listening to other people and sharing for example are positive behaviours. We also use stories to help us teach children how to behave. We tackle some difficult issues through stories – such as misogynistic views, bullying and racism. The books often provide a platform for staff to talk about and tackle such issues.

Teachers have the licence to change their timetable to deal with any issues which arise – for example, if children are having difficulties with peers online, a class discussion might be deemed to be the most appropriate way to deal with this.

We acknowledge that often children behave differently online to the way they would in real life. We teach weekly lessons to all classes using Project Evolve to help children learn how to behave and conduct themselves online.

### **Unacceptable Behaviours**

**Unacceptable behaviours** are any behaviours which are likely to result in anyone getting hurt – physically or emotionally – or which might make somebody else feel uncomfortable or unsafe. Unacceptable behaviours include:

- Any form of bullying
- Any unwanted physical contact with another pupil
- Name calling
- Deliberately excluding someone from a group or activity
- Any form of racist, misogynistic or homophobic language or act
- Use of inappropriate language
- Discussing content which is not aimed at primary age children – such as talking about age-inappropriate games or films
- Sexualised language or discussions
- Damaging property – include their own
- Spitting
- Dishonesty
- Use of technology which is not inline with the acceptable use policy
- Any other behaviours which the head teacher deems to be inappropriate or offensive.

All homophobic, racist and misogynistic incidents are recorded and are kept in the behaviour file. When dealing with these incidents, the intention is to ensure the pupil is educated so there is no repeat of the negative behaviour. We ensure the child fully understands the possible impact of their actions before deciding on a suitable sanction. Children are taught about these issues through PSHE and a whole school approach and culture. The headteacher uses the behaviour file to look for patterns of behaviour or repeat incidents. This can be used to inform decisions about sanctions or steps needed to be taken. Reports about behaviour are made to the governing body in the Headteacher report.

### **Sanctions**

Low level behaviour incidents are dealt with by staff so that they have minimal impact on learning. Children are given verbal reminders about school expectations – using the Good to be Green system. When these reminders are heeded, no further action is taken. When a child continues to be disruptive in class, they may be expected to complete their work elsewhere – often in a neighbouring class or during lunch or break time.

**Low-level behaviours are those which are likely to impact on a child's own learning or might have some negative impact on other people.**

Following a higher-level behaviour incident (or after a series of low-level incidents), children are given a chance to explain their point of view. Once facts are established, children are given clear reminders about making the right choices. The conversation with children does not focus on 'why' they did something. Instead, it focuses on how they felt and how they could have responded in a healthier way. The aim of these discussions is to help children make better choices in the future. On occasions, children may then receive sanctions, such as loss of privileges, breaktime or lunchtime. These sanctions are at the discretion of the head (or senior leader in his absence) who will ensure that parents are kept informed. **Higher-level behaviours are those which deliberately cause harm or upset to other people.**

Incidents of physical or verbal assault will be recorded and may result in the loss of free time. If repeated incidents are occurring, a discussion will be held with the Headteacher/SLT and parents may be informed. Parents (and the child) may be invited to a meeting in order to establish the root cause and to put plans in place to rectify the problem.

**Serious incidents of verbal or physical assault, dangerous behaviour, property damage or bullying** will result in the parents being informed immediately and a meeting with the Headteacher/SLT and class teacher may be arranged. In extreme cases, a child may be suspended from school at the Headteacher's discretion – although this is usually something that we would work very hard to avoid. As a last resort, the headteacher may need to consider a permanent exclusion. The relevant guidance and policies would be followed in this instance.

### **Supporting Pupils who are Struggling with their Behaviour**

We try to engage learners who are struggling to engage with school by making lessons engaging and by creating a culture of mutual trust and respect. Where a child is not engaging in school life, we make efforts to talk to the pupil to understand the issues they are having so barriers can be removed or reduced. We look in to using our Early Help offer (and other agencies) to meet the needs of individual children so we can get them reengaged in school.

Where a need is identified, we may put a behaviour plan / contract in place to support a pupil and to ensure there is a consistent approach. The plan will be bespoke and designed to meet the needs of the child. It will be agreed between staff, the pupil and parents and carers.

When school staff need additional help to support a child, a multi-agency assessment would be considered for pupils who display continuous disruptive behaviour.

### **SEND and Behaviour**

We have high expectations for all children, but we also understand that some children have particular needs which have to be considered when implementing the behaviour policy. Through negotiation with the SENCO, staff, children and parents and carers, a plan will be put in place to support children with SEND when they are struggling with their behaviour. This might mean agreeing on a plan to support the child which may not fully align with this behaviour policy. We will work in line with our SEND Policy and the SENCO would take the lead role in ensuring that the child is receiving the appropriate support.

### **Physical Contact/Intervention**

Staff will always endeavour to use de-escalation techniques to resolve situations in school. However, school staff have the power to use reasonable force or make other physical contact where a child is a risk of hurting themselves or others or if they are damaging school property. Any physical intervention must be reported to the headteacher. A physical intervention report will be written and stored. Staff might also use physical intervention if it is the best interests of a child – for example, they might grab a child's wrist if they are about to walk on to a road when a car is coming. School leaders understand that this sort of intervention requires staff to make dynamic risk assessments and would always expect them to act in the best interests of the child.

### **Items which are Allowed**

As a general rule, children only need to bring a small number of items to school. These include:

- A book bag
- A reading book
- A PE kit
- A packed lunch – if needed
- A healthy snack – if required
- A water bottle
- A watch (not one which can take photos, access the internet or make calls/send messages)
- Children may bring in work completed at home, or artefacts of interest / linked to their topic – although this should be agreed with staff in the pupil's class prior to bringing them in.
- Medication – taken to the school office by an adult along with a completed medical form.

### **Items which are not allowed or Banned**

Other items are not allowed in school. This includes collectible cards or stickers and toys. Living things should not be brought in to school for a show and share session.

Pupils may not have their mobile phones on them (or in their bag) when they are at school. When a child needs to bring a phone to school – such as, if they are going to a different house after school – they must hand the phone in at school office where it will be locked away until the end of the day.

Items which are banned are those which could be harmful to anyone in school. This includes:

- Alcohol

- Drugs
- Weapons
- Stolen property
- Cigarettes and lighters (including e-cigarettes)
- Matches
- Inappropriate materials – such as books or magazines with unacceptable content.

### **Searching, Screening and Confiscation**

Where there is a reasonable suspicion that a pupil has a banned item, the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The school follows the latest DfE Guidance and advice around searching, screening and confiscation.

The guidance issued to schools covers the following sections:

- Before a search
- During a search
- The extent of the search
- After a search.

The guidance also includes information about strip searches – which may only be conducted by the police. The guidance sets out clear processes the police must follow and the headteacher or the Deputy DSL would take the lead role in ensuring that this guidance was strictly adhered to by the police.

We would always try to avoid the need to search any pupil and would aim to reach a satisfactory outcome by encouraging children to co-operate with staff.

### **How we Prevent and Respond to Bullying – including Cyber Bullying**

Bullying at the Scarcliffe Primary School – in any form – is not tolerated. Staff take reports of bullying very seriously and make it a priority to investigate and deal with them quickly and effectively. Any prejudice based and discriminatory bullying is taken extremely seriously and actions and sanctions would reflect this.

We aim to prevent bullying by teaching an effective PSHE curriculum and by having clear rules and high expectations about behaviour. We have anti-bullying ambassadors who are trained to support children and to ensure everyone knows what bullying is and how to report it. We also have constant, open communication channels with parents and carers so they can raise any concerns they have about their child.

Our school vision is that the school is a happy, safe learning community and this is something that we expect every member of the school community to support us in creating.

### **Child-on-Child Abuse**

Child-on-child abuse is not tolerated and all staff have an understanding that it could be happening at our school. Staff act in line with the school safeguarding policy as well as the child-on-child abuse policy to ensure child-on-child abuse can be spotted and dealt with quickly and effectively.

We have key messages in school to help children feel safe:

1. No means no.
2. Kind hands – including asking permission before making physical contact with people.

Children have a number routes to report incidents in school. We have an open and supportive culture in school. We also have Bubble Time in all classes which gives children a chance to request 1:1 time with an adult in class. We have worry boxes which are monitored by trained anti-bullying ambassadors.

### **Mental health and behaviour**

We understand the importance of good mental health and well-being for our pupils (and all members of the school community). When dealing with behaviour incidents, consideration is given to the impact of the behaviour on the victim, as well as considering the perpetrator. We have a number of avenues we can explore to support a young person's mental health needs – including supporting a child in school and making referrals to external agencies.

The school has a mental health lead who is trained in Mental Health First Aid.

### **Conduct Outside the School Gates**

Disciplining beyond the school gate covers the school's response to all non-criminal, negative behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The head teacher may deal with issues in which a child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

The school will follow the same principles as those set out in Our Behaviour Principles when dealing with incidents which take place outside of school. The headteacher is most likely to take the lead in dealing with behaviour that has happened outside of school – although this is not always the case. It is likely that the Headteacher will liaise with parents and carers about behaviour which takes place out of school so there can be a collaborative approach to resolving issues.

In all of these circumstances the headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal, or poses a serious threat to a member of the public, the police will always be informed. In addition, school staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the safeguarding policy.

### **Staff Training and Induction**

All staff, volunteers and students are given an induction when they arrive at school. Through the induction process, the behaviour systems and policy are explained. We talk to staff about their role and ensure they are clear about how positive behaviours are rewarded and how challenging behaviours should be dealt with.

### **Equal Opportunities:**

The staff and Governors of Scarcliffe Primary School will strive to ensure that all children, irrespective of any of the protected characteristics, can realise their potential while feeling safe, valued and respected.

### **Parent/school liaison:**

Parents are informed of our behaviour policy on the school website as well as receiving a hard copy annually; in this way they are advised of procedures should they have any queries about behaviour issues. Certificates sent home inform parents of achievements and we are keen to share the achievements our pupils have outside of school – these are celebrated in class and in celebration assemblies. We also use technology, such as Class Dojo to share successes. Sometimes school may deem it appropriate to establish a report card for pupils. These cards inform the child, and their parent, whether their behaviour has been acceptable for each lesson that day. Once a report card has been implemented and we see a sustained improvement in behaviour, children may no longer need one. Parents are requested to support the school in applying the behaviour policy and will be informed of any concerns the school has regarding their child's behaviour.

### **School Policies to Support this Behaviour Policy**

This policy should be read in conjunction with the following school policies:

- Acceptable Use Policy
- Antibullying Policy – including child-friendly version
- Safeguarding Policy – including child-friendly policy
- Online safety policy – including child-friendly policy
- Harmful-sexual behaviours policy
- Staff Code of Conduct Policy
- Mental Health and wellbeing Policy – child friendly

### **Publishing and reviewing the Policy**

The behaviour policy will be reviewed and published annually. This will include sending a hard copy home with every child as well as sharing it on the school website.

**Our Behaviour Principles 2024**

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- Children come to school to learn academic subjects, but crucially, they come to school to learn how to behave in order for them to become good citizens. We have a key role in shaping this aspect of our pupils' development.
- The vast majority of people respond to positive praise and reinforcements. This approach also makes classrooms a more positive and supportive environment to be in.
- Much like other aspects of schooling, some children need additional support in terms of their behaviour. As a school, we will endeavour to provide children with the support, interventions and structures they need in order for them to be able to succeed.
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