



Southwick Community Primary School **Behaviour Policy September 2017**

This policy is to be read in conjunction with the school's Child Protection Policy and Safeguarding Policy.

At Southwick Community Primary School we provide a caring, happy, safe and supportive environment where everyone is valued and has the opportunity to reach their full potential. We seek to provide an atmosphere in school where parents, staff, governors and children work together in the spirit of cooperation.

Children learn best when they have clear, consistent guidelines and are encouraged to share our high expectations.

School Rules

We have agreed that good behaviour means that everyone in school will:-

- Treat everyone with kindness and respect.
- Keep ourselves and others safe. ☑
Solve problems peacefully ☑ Work hard and let others learn.

How we encourage 'Good Behaviour'

At Southwick Primary we have agreed that good behaviour will be encouraged in every area of school activity. Everyone at Southwick Primary has agreed to:-

- Recognise and highlight good behaviour as it occurs.
- Encourage children to be responsible for their own behaviour.
- Let parents know about their child's good behaviour and progress.
- Share and celebrate good work together.
- Reward individual children and groups of children for behaving well.
- Accept shared responsibility for children's behaviour in school.
- Provide all pupils and staff with a high level of pastoral care.

Rewards and Privileges will include:-

- Positive praise.
- House points and stickers.
- Certificates.
- Star/VIP of the week.
- Special responsibilities in school.

- Termly House competition and prizes.
- Reward trips and outings.
- Praise and recognition of good behaviour in assemblies.
- Raffle tickets (lunchtimes)

Discouraging inappropriate behaviour

Sometimes, children may forget our high expectations of good behaviour. Everyone at Southwick Primary School has agreed to try to prevent this happening by:-

- Reminding the children of our school rules and expectations and the choices they make.
- Noticing good behaviour as it occurs.
- Placing more emphasis on good behaviour.
- Address behaviour through assembly, PSHE and pastoral groups.

Children must be clearly aware of the impact of their inappropriate actions or choices on others:

- Preventing others from learning.
- Not respecting others.
- Prevent others from being or feeling safe.

All staff should follow the guidelines for actions when children demonstrate inappropriate behaviour. It is a whole school responsibility to follow the guidelines at all times, not just class teachers in their areas. This policy covers all staff for all areas of school.

Step 1

Remind the child of the rules and what is acceptable.

Step 2

A quiet visual or oral reminder – your first warning.

Step 3

A child who continues to make the wrong choices is given a **yellow card** and again reminded of what is acceptable.

Step 4

If a child continues to make the wrong choice they will be given a **red card** and a short time out from their class or group. As a result of a red card children will miss a playtime and their parent will be informed by their class teacher.

Step 5

If the wrong choices persist and other children's learning is being affected the SMT will remove the child to work away from the class (in another class or with SMT) and their parents will be spoken to about their behaviour and reminded about expectations and home-school agreement. Privileges will be lost e.g. after school clubs, lunchtime clubs, classroom privileges, responsibilities and representing the school on teams/clubs.

Exclusion Procedure

The head teacher reserves the right to exclude (either fixed term or permanently) if the behaviour of a child is particularly severe or school rules are constantly ignored. This will generally be a last resort but the following points need to be considered:

- The safety of the child, other children and staff.

- To allow a child to 'cool off.'
- The level of disruption causes to the education of other children.

Once excluded the parents of the child will see the head teacher to discuss the terms of re-entry, in the case of fixed term exclusions. Very careful arrangements will be made to try to ensure that any child returning to school after fixed term exclusion is helped to behave appropriately.

Positive Handling

From time to time there are children in school with behavioural difficulties who present behaviour that may necessitate the use of restrictive physical interventions to prevent injury to themselves and others, damage to property, or the breakdown of discipline.

The school has adopted and all classroom based staff has been trained in The Team–Teach Approach to Positive Handling.

School has the power to use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.

This is the system we have all agreed to follow.

Headteacher.....

Chair of Governors.....

To be Reviewed September 2018