



Positive Behaviour Management Policy
Southfield Park Primary School
2019-2020

“Good behaviour is a necessary condition for effective learning to take place”

The Governors and staff of Southfield Park Primary School accept this principle and seek to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the education process. As a whole school we fully acknowledge our legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs.

Southfield Park takes a positive attitude towards behaviour management and discipline. We are committed to providing an environment where all pupils are **valued** and are able to learn and play together in a **caring, happy, co-operative** and **safe** atmosphere. It is the responsibility of children, staff, governors and parents to ensure that high standards of behaviour are maintained in an atmosphere of mutual **respect, trust, openness, fairness** and consistency.

WE AIM TO DO THIS BY:

- Ensuring that everyone feels safe and secure
- Helping all children develop appropriate and relevant social skills
- Ensuring that relationships within school are based on mutual **respect** and **trust**
- Involving parents and the community and ensuring that communication between home and school is clear, open and **honest**
- Creating a **friendly** and **peaceful** environment in which children want to participate and belong:- in the classroom, playground and dining hall
- Creating an interesting and stimulating environment in which children want to learn
- Rewarding and praising good behaviour and choices
- Developing pupil voice within the school so that children have a say in what happens in school
- Encouraging children to **care** for others and to **understand, embrace** and celebrate difference
- Providing children with the language and skills to solve their problems calmly, openly and with **understanding**
- Creating opportunities to share feelings and talk about strategies to help solve problems e.g. circle time
- Encouraging pupils to **responsibility** for the consequences of their own actions and choices and developing collective responsibility.
- Ensuring that our school Positive Behaviour Management Policy is available to staff and parents via our school website for their information.

At Southfield Park we ensure that all pupils understand and follow the ‘Golden Rules’. These are displayed in all classrooms and are clearly visible and accessible for the children more generally around the school and in the playgrounds.

Golden Rules:

- We will treat everyone as we would like to be treated.
- We will respect our environment.
- We will listen carefully to others and follow instructions.
- We will be honest and take responsibility for ourselves.
- We will keep our hands and feet to ourselves.
- We will walk around the school sensibly and quietly.

Expectations of Pupils:

Pupils are expected to be dressed appropriately, and equipped for, school life. This includes:

- wearing school uniform as defined in the school prospectus'
- having the appropriate PE kit for lessons, including games'
- avoiding jewellery except for one pair of plain stud earrings (to be removed during PE)'
- naming all articles brought to school - no responsibility is accepted by the school for loss or damage to valuables brought in'
- avoiding bringing money into school unless there is a good reason, and always in a labelled envelope'
- appropriate hair styles (hair length below the collar should be tied back).

The school reserves the right to ban any item or practice which, in the opinion of the head teacher, could lead to difficulties between children or lessen the image of the school. Members of staff also have a right to confiscate, retain or dispose of a pupil's property as a punishment, *so long as it is reasonable in the circumstances*. Depending on the confiscated item(s), it should either be returned to the parent at the end of the school day, with an explanation for why it was confiscated, or the item is to be given to a member of the Senior Leadership Team with an explanation. The Senior Leadership Team will decide what should happen to the confiscated item.

REWARDS: Catching children being good!

Catching children being 'good' and rewarding positive attitudes, thoughtfulness, patience, positive behaviour, effort and quality of work is fundamental to our ethos. We have therefore developed several reward systems to celebrate success.

Celebrating success as a school:

- During our weekly Bright Sparks Assembly we present an award for each class. This could be for:
 - a pupil who has tried their very best and has demonstrated good attitudes to school life and learning
 - for outstanding achievement in lessons or homework
 - a child who has demonstrated resilience and perseverance and achieved a personal goal.
- During our weekly Achievement Assembly children are recognised for their achievements outside of school. E.g. Swimming badges/certificates, football medals/trophies etc.

Celebrating success in the classroom:

- praise
- visit to the head teacher, deputy or **senior leaders** for stickers, **badges** and 'Wow' cards
- stickers and achievement points
- appropriate comments on work
- prominent displays of pupils work
- whole class motivational systems
- verbal communication with parents.

Celebrating success as teams and as individuals:

We run an 'Achievement Point' system to build co-operation and unity amongst the children as well as promoting our SHINE mission statement.

- The children can receive achievement points in the following areas: excellent class work, being an excellent role model, excellent homework, excellent effort, demonstrating kindness to others, showing resilience, independent thinking and sharing their ideas.
- Children are in Houses (Ruxley, Town, Ewell, Stamford, Woodcote and Court).
- Achievement point totals are collated on SIMS and the totals are reported in a Bright Sparks Assembly at the end of each month.
- Each child will be given a bronze certificate when they have reached 25 achievement points, a silver certificate when they have reached 50 achievement points and a gold certificate when they have reached 100 achievement points. Each academic year, the children's achievement points start afresh so that they have the opportunity to gain these certificates again in their new year group.
- Every term the overall winners are announced in assembly and the whole House receives a reward which is organised by the House Captains.

In addition adults:

- **lead by example** - through their own behaviour and consistency of approach to pupils and colleagues
- **utilise opportunities to reward and praise children**
- **include** behaviour-related social and moral issues as part of the planning of PSHE/Shine For Life
- **organise and differentiate** teaching and learning activities. Children with specific behavioural difficulties are given support by the class teacher, and where practical through special needs provision.
- **are alert to and deal promptly and sensitively** with bullying, racial harassment and any other unacceptable behaviour.
- **can receive support and development with effective behaviour strategies from:** colleagues and members of the Senior Leadership Team, SENCo, head teacher, deputy head teacher and coaching conversations.

Categories of unacceptable behaviour:

When behaviour breaks down it can be categorised as follows:

- low level disruption
- minor anti-social behaviour of a regular or persistent pattern which may require a behaviour modification programme
- bullying which must always be investigated and dealt with (Please see Anti-Bullying Policy)
- concerns regarding radicalisation will always be investigated and dealt with (Please see Safeguarding policy)
- unacceptable online and social media behaviours (Please see E-safety and Anti-Bullying Policy).

Sanctions to help children make the right choice:

Southfield Park has steps of consequence to deal with poor behaviour in the classroom. If children do not adhere to the school's behaviour code, they will be placed on the school's steps of consequence.

Prestep	Teacher praises desired behaviour near the child that is misbehaving.
Step 1	2 warnings with a direct reminder of the desired behaviour.
Step 2	Yellow card given and their name on the board under the Yellow card. In Key Stage 1 the card is removed at the end of that session. In Key Stage 2 the card remains for the day.

	If necessary the child may be moved within the classroom. The teacher will explain why they have been given the card and what is expected in terms of behaviour.
Step 3	For repeated behaviour the child is given a 'Timeout session' out of the classroom for an agreed time with some work to do.
Step 4	After returning from the 'timeout session' if the unacceptable behaviour continues a RED card is given and the child is sent with an adult to the headteacher, deputy or a member of the Senior Leadership Team. <ul style="list-style-type: none"> ○ The child where possible will explain what they have been doing. ○ What they should have been doing ○ How they will try to do better in the future. Incident logged in the Behaviour Book and parents informed. Or For a serious incident (see below for more information)
Step 5	Internal Exclusion (Isolation for half a day or a day where necessary) where the child completes work with a member of the SLT and separate playtimes and lunchtimes.
Step 6	External fixed term exclusion or permanent exclusion.

Serious Incidents - Instant Step 4

a	Intentional or inappropriate physical contact with a child or an adult.
b	Racial abuse.
c	Abuse about gender identity.
d	Bullying.
e	Inappropriate language (including shouting) at an adult or a child.
f	Deliberately intending to endanger another child or adult.
g	Deliberately damaging any property.
h	Stealing.

If children reaches step 4, then they may be required to attend a lunchtime 'Reflection' session. This will be a chance for the children to discuss what has previously occurred in their behaviour and ways that they can think about their behaviour and how they can improve it in the future.

If a child reaches step 5, then they will be required to spend the day away from their classroom working independently with a member of the Senior Leadership team (likely to be the head teacher or Deputy head teacher). The child will have a separate playtime and lunchtime to their peers.

We wish to make it very clear that all children have the right to be safe in school and that bad language is not acceptable as it does not show respect to others.

External Exclusions

If a child is finding it hard to behave within the agreed rules on a regular basis, we may need to involve outside agencies to draw up an individual support plan. For repeated or very serious acts of anti-social misbehaviour and breaking of school rules, the head teacher has the right to exclude children from school, which may be temporary or in extreme cases, permanent exclusion would be the final step. In such circumstances the Governors will follow the procedures laid down for all Surrey Schools by the L.E.A. in the Exclusions Manual.

Right of appeal

All parents have the right of appeal if a child has been excluded. This right **does not** cover in-school exclusion (e.g. internal exclusion).

If a parent wishes to appeal against exclusion then the Governors must be contacted via the Clerk to the Governors. The Governors will then convene a panel with responsibility for investigating the exclusion.

Malicious accusations against school staff

Disciplinary action will be taken against a pupil who is found to have made a malicious accusation against a member of school staff. An investigation will be carried out by the head teacher who will make a decision on the appropriate action to be taken. A Governors disciplinary committee will be convened to review the decision.

At playtimes and lunchtimes

Teaching Assistants are also the Mid-Day Supervisors at Southfield Park and they follow a similar step system and give yellow and red cards if and when necessary. Class teachers are informed of any yellow or red card incidents. In KS2 there is a 'Cool Down' zone where children will be asked to take some time out to prevent any incidents escalating. The teaching assistants will talk through with the children any incidents to help them understand, problem solve and take responsibility for their part in the situation. A record book is kept of key incidents and this is monitored by the Senior Leadership Team.

There is a separate Playtime Behaviour Policy which needs to be read in accordance with this policy.

Record Keeping

Teachers will record names of children who do not comply with the school's behaviour code and are placed on the steps of consequences at step 3. All class teachers will record this on Pupil Asset. In certain situations class teachers may need to record incidents, keep a frequency and severity chart and liaise with the SENCo and Behaviour Support Services to produce a baseline assessment for any children who have particular behaviour difficulties. Using this, the class teacher will, with support from the SENCo and with reference to the criteria for SEND decide which stage the child needs to be on, on the SEND Register.

All red cards are recorded in a central book kept in the head teacher's office and this is monitored by the Senior Leadership Team. If a child's name appears three times during a term then the parents will be asked to come in for a meeting to discuss their child's behaviour.

Racist Remarks

All staff are expected to deal promptly with racist remarks and gestures with a firm reprimand. Racist remarks are seen as a step 4 incident and the incident will be recorded. Parents will be informed. In persistent cases parents may be asked to discuss the matter with the head teacher. All incidents are recorded in the Racist Incident Folder in the head teacher's office and monitored by the head teacher and any incidents are reported to the Governors termly.

Issues out of school hours

Issues out of school hours should be referred to the head teacher. Teachers may discipline pupils for misbehaviour when the pupil is:

- Travelling to / from school
- Taking part in any school-organised or school-related activity
- Wearing school uniform and therefore representing the school in the eyes of the community

- 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

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

We would advise parents to inform the school of any out-of-school incident that may affect relationships.

Behaviour on School Trips, Residential Trips and Sporting Events

We are proud of the children who attend Southfield Park and believe they are ambassadors for the school on trips and when representing the school at outside events. We have the same expectations for behaviour when taking part in trips and representing the school as we do during the school day.

The same school rules apply when children are out on visits or representing the school as will apply on the school premises during school hours. If children fail to comply with the school rules the same sanctions and consequences will also apply.

Outside Agencies for children with emotional and behavioural difficulties

Close links are established with external support agencies e.g. CAMHS, the Behaviour Support Team, Educational Welfare Officer, Educational Psychologist, Traveller Education Services, Social Services and Health Authority.

When behaviour falls below expected levels help may also involve:

- Involving the SENCo and SEND teachers as appropriate.
- Observations of behaviours to identify possible triggers
- Review of resources that may support individual needs
- Social stories
- One page profiles
- Support from ELSA
- Coaching conversations
- Play therapy
- Involvement of Behaviour Support Services
- Involvement if the Educational Psychologist
- Support from CAMHS
- Support from a behaviour plan that could include individual incentives
- Regular discussions with pupils and parents

Power to use reasonable force

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom.
- Head teachers and authorised school staff may conduct a search without consent, for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- Force **cannot** be used to search for these items.

Monitoring and Review of the Policy

Evaluation of the effectiveness of the policy is continuous and made through observations by staff of general behaviour, and by regular review of reports and records including:

- Behaviour in the school to support learning, monitored in an ongoing way by all staff and by governors during their visits to school
- Behaviour incident record file monitored by head teacher
- Any relevant injury / accident reports relating to misbehaviour monitored by head teacher
- Racist incident folder monitored by head teacher

Review of these records and any changes in legislation or other relevant developments will inform the need to revise this policy.

A new day, a fresh start and a chance to turn the page!

We would hope that most issues are dealt with on the day of the incident as we want each day to be a clean, fresh start for everyone. However some incidents can be more complex and it can take longer to fully investigate all concerned before instigating the necessary sanctions.

Agreed June 2019

Review June 2020

Appendix 1

Playground Positive Behaviour Management Policy

Southfield Park takes a positive attitude towards behaviour management and discipline and recognises that this extends beyond the classroom environment and encompasses the experiences of children at playtimes and lunchtimes.

REWARDS: Catching children being good!

Catching children being 'good' and rewarding positive attitudes, thoughtfulness, patience, and positive behaviour is fundamental to our ethos and is reflected in our playground behaviour policy and incorporated into our reward systems to celebrate success. Positive behaviour will be routinely praised and modelled and children who consistently behave as expected will have the behaviour drawn to the attention of their class teacher by the TAs at handover times at the end of breaks.

Celebrating Positive Playground Behaviour.

During the week adults will award up to 6 "Golden Tickets" to children for model behaviour at playtimes and these children will be invited to a lunchtime table hosted by the Head Boy, Head Girl and House Captains on a rota basis. These children also receive an additional playtime in order to further reward their model behaviour.

Supporting children and keeping them safe at playtimes

We recognise that for some children that playtime can be difficult and that we need to support them to ensure that it is a happy experience for them and impacts positively on their learning and happiness and security in school.

The lead TA will organise a weekly rota to ensure that the play ground and dining hall are supervised during each break. Adults will interact with the children and they will be alert to any children that have been identified as requiring a "watchful eye" at the Start the Week briefing for that week.

All children are expected to play outside unless it is wet play, have a current medical need or they are attending an arranged lunch time club. Children are not allowed to be in the school building unsupervised. The TA duty rota will include an adult on patrol to ensure that children are not in the building at playtimes. Prefects will supervise designated external doors to restrict entry to the school except for toilets, collection of coats and attendance at clubs. Children found indoors by an adult without permission, or a valid reason, at playtimes will go straight to a 2nd warning (step 2 on the consequences ladder). If they are found indoors on a second occasion in the same week they will go to straight to step 3 for a 5 minute session in the "timeout" area (see below).

Buddies

Playground Buddies are appointed from years 3, 4 and 5 to support the children at playtimes. They are trained by the SMSC Leader and Lead TA to lead games and sort out minor problems at playtimes and identify children who need help, e.g. sitting on the buddy bench. A duty rota for Buddy duties, including both the Infant and Junior playgrounds, is displayed in the junior wing.

Quiet Areas and playing zones.

The TAs organise a number of zones in the playground for children who wish to take part in quiet activities, e.g. board games etc as well as more physically active organised activities.

Timeout Zone.

Children who forget the golden rules and do not behave as expected at playtimes will be required to sit in the "timeout" zone for 5 minutes to reflect on their behaviour choices. (see Sanctions to help children make the right choices at Playtimes below.)

Sanctions to help children make the right choices at playtimes

Southfield Park has steps of consequence to deal with poor behaviour at playtimes. If children do not adhere to the school's behaviour code and Golden Rules, they will be placed on the school's Playground Steps of Consequence. These sanctions will be administered by the Teaching Assistants, who are also the Playground and Mid Day Supervisors, at Southfield Park who will be fully supported by Class Teachers and the Head Teacher and Deputy Head in applying the sanctions. Teaching assistants will liaise with the class teacher and handover at the end of the session if a child has been in the "Timeout" area.

Playground Steps of Consequence

Pre-step	Adult praises desired behaviour near the child that is misbehaving and if appropriate intervenes to encourage appropriate behaviour e.g. initiates a game or resolves minor dispute.
Step 1	Child is given a first warning which is given verbally with a direct reminder of which Golden Rule has been broken and an explanation of the desired behaviour.
Step 2	If the behaviour is repeated the child is given a second warning which is given verbally with a direct reminder of which Golden Rule has been broken and an explanation of the desired behaviour. Or Children found inside the building without permission or valid reason.
Step 3	If the behaviour is repeated for a third time the child is given a 'Timeout session' for 5 minutes in the designated "Timeout" area. This is recorded on the Playground Behaviour Log Sheet (Playground Behaviour Log Sheet includes child's name, date, rule broken and action taken, e.g. 5 minutes on the 'Timeout bench'). Or Children found inside without permission or valid reason for the second occasion in the same week.
Step 4	After returning from the 'timeout session' if the unacceptable behaviour continues a RED card is given and the child is sent with an adult to the Headteacher, Deputy or a member of the Senior Leadership Team. <ul style="list-style-type: none"> ○ The child where possible will explain what they have been doing. ○ What they should have been doing ○ How they will try to do better in the future. Incident logged in the Behaviour Book and parents informed. Or For a serious incident (as in the Positive Behaviour Policy)
Step 5	Internal Exclusion (Isolation for half a day or a day where necessary) where the child completes work with a member of the SLT and separate playtimes and lunchtimes. (see Positive Behaviour Management Policy).
Step 6	External fixed term exclusion or permanent exclusion.

Record Keeping

TAs will record names of children who do not comply with the school's behaviour code at playtimes and are placed on the steps of consequences at step 3. The Playground Behaviour Log Sheets will be filed by the lead Teaching Assistant on a weekly basis and checked by a member of Senior Leadership Team (usually the head teacher or deputy head teacher). Any patterns will be discussed with the child, class teacher, and if necessary the child's parents. Where necessary the SENCo and Behaviour Support Services will liaise to produce an assessment and behaviour plan for any children who have particular behaviour difficulties.