



## **SALTERLEE PRIMARY SCHOOL**

### **BEHAVIOUR, ATTENDANCE AND EXCLUSION POLICY STATEMENT**

**September 2017**

#### **Statement of general principles on behaviour and discipline:**

At Salterlee Primary School we value each individual and believe that the school has an important role to play, in partnership with the home, in nurturing high standards of care and concern for the common good. We want to promote positive attitudes towards good behaviour in all our children and believe that this can best be achieved in an atmosphere of respect and shared responsibility where pupils are encouraged by good example to give of their best at all times.

#### **1. AIMS**

1.1 To develop in children a sense of self-discipline and an acceptance of responsibility for their own actions.

1.2 To create the conditions for an orderly community in which effective learning can take place through establishing an acceptable standard of behaviour.

1.3 To foster mutual respect between all members of the school and the wider community, regardless of background, race or creed.

1.4 To help our children to understand the long and short term consequences of their actions, for themselves and for others.

1.5 To promote in all children a clear understanding of right and wrong.

1.6 To develop in our children an acceptance of social values and principles, and to encourage them to behave consistently in accord with them.

1.7 To improve children's self-concept by developing self-awareness, esteem and confidence.

1.8 To develop an effective working partnership between parents and school as an aid to promoting good behaviour.

1.9 To create and maintain a happy, safe and relaxed environment for all members of the school community

## 2. GUIDELINES

2.1 The school will seek to promote a positive atmosphere based on a sense of community and shared values.

2.2 The school will establish a set of values to determine good behavioural standards throughout the school. These will include:

- Telling the truth
- Keeping promises
- Respecting the rights and property of others
- Acting considerately towards others, calculating the effect their actions are likely to have on them
- Respect and acceptance of others and their differences
- Working with and for others with sympathetic understanding
- Taking responsibility for their own actions
- Ensuring tasks/activities are completed
- Encouraging self-discipline
- Encouraging tolerance
- Believing in human dignity and equality
- Having the courage to defend a point of view and the determination to act justly

The school's values will reject:

- Bullying
- Cheating
- Cruelty
- Deceit
- Dishonesty
- Racism
- Irresponsibility

2.3 The school will establish a set of rules and expectations derived from these values. The values will be promoted regularly through assemblies, circle time and the PSHE Scheme, giving opportunities for discussion and reflection.

### Salterlee Rules

***We take care of everyone and everything;***

- ***So that Salterlee is a happy place***
- ***So that we can learn***
- ***So that nobody gets hurt***
- ***So that we are safe***
- ***So that nothing gets spoilt or lost***

***We take care of ourselves so that we stay fit and healthy***

2.4 A coherent framework of rewards and sanctions, both of which will be clearly specified, will support the school's rules and expectations.

2.5 The school's system of rewards will be accessible to pupils of all abilities and the emphasis in our discipline system will always be on praise, given as often as possible in an appropriate manner.

2.6 Where a normally well-behaved child begins to display behaviour problems and the teacher suspects there may be an underlying cause, the child may be referred to an appropriate leader, usually the Learning Mentor, to talk about the problem. A brief written record of such counselling should be kept so that information may be freely available for future reference.

2.7 Where a child displays unacceptable behaviour for no apparent reason, staff will refer to the agreed procedures attached to this policy.

2.8 Members of staff will make every effort to build up an understanding relationship with children in their care, forming the basis for initial judgments on the acceptable levels of achievement and behaviour for any individual. All members of staff have a responsibility for maintaining good standards of behaviour throughout the school and will endeavour at all times to promote the school values through their own actions and attitudes.

2.9 The Headteacher will ensure that governors, staff, parents and pupils are aware of the aims of the school in relation to good behaviour.

2.10 All members of the school community will be encouraged to be alert to any signs of bullying or racial harassment and to report them to the Headteacher.

2.11 Children must feel assured that: any incident will be dealt with quickly, firmly and fairly; their progress through the school will be checked regularly and followed with interest; support and guidance will be available whenever needed; problems will be sympathetically but professionally handled.

2.12 All members of the school community will be encouraged to be aware of health and safety issues in relation to themselves and others.

### **3. EQUAL OPPORTUNITIES**

3.1 Every member of the school community has an equal right to fair treatment and consideration according to the values expressed in this behaviour policy and all will have equal access to the specified system of rewards and sanctions.

### **4. HOME/SCHOOL LINKS**

4.1 The school will establish strong channels of communication with parents – both formal and informal – to ensure the promotion of high behavioural standards.

4.2 The contents of this behaviour policy will be shared with parents and they will be encouraged to work in partnership with the school to ensure its successful implementation.

4.3 The school will work closely with support agencies to promote home/school links.

## 5. REWARDS

5.1 The promotion of positive attitudes will be encouraged through the establishment of a common system of rewards, clearly understood by the whole school community:

- Verbal praise and recognition of achievement will be used regularly in class. This may be accompanied by stickers or stamps of approval in the children's books, depending on the age and motivation of the child.
- For particular effort, good behaviour or achievement, children may earn the school's merit points called 'Salties'. It will be rare for a child to earn more than one 'Salty' at a time. Salties can be exchanged for rewards through the 'Salty Shop'. These rewards will include taking part in specially organised trips and treats.
- Each week the teacher may nominate an individual child to be recorded in the Gold Book for good work or good deeds. Children who are entered into the Gold Book will receive a certificate in the weekly 'Gold Book Assembly'. Parents will be invited to attend these assemblies with the names of pupils receiving the weekly award published in the school newsletter.
- Children's achievements may also be recognised by sending individuals to the Headteacher, who may reward children with weekly 'Head Teacher's Award'.
- Good behaviour at lunchtime will also be rewarded by the lunchtime staff who will select children to receive weekly lunchtime award certificates during Gold Book Assembly.
- Where sustained good behaviour, achievement or effort is recognised in an individual, the class teacher will send a postcard home to inform parents.
- For sustained or exceptional good work or behaviour by the whole class, a class token may be awarded. When the class has earned an agreed number, usually 25, a class treat may be chosen: The following is a list of suggestions, although a class may draw up its own choice list at the beginning of the school year: A DVD A non-uniform day A toy afternoon

5.2 Because of the school's commitment to promote healthy lifestyles, sweets will not form part of any reward.

## 6. SANCTIONS

If a pupil displays unacceptable behaviour, the following list of sanctions may be used. Punishment should begin at as low a level along the continuum of sanctions as possible so that the distinction between minor and serious offences is clear to all.

- In the first instance, a child will be reminded quietly, politely but firmly of the accepted code of behaviour; always seeking to maintain positive relationships between staff/child in order to determine any underlying causes of behaviour.
- Where unacceptable behaviour continues the teacher will refer to and follow The Salterlee Primary School Behaviour Code.
- Where work is poorly presented or clearly below the child's potential, the class teacher may ask for the work to be repeated, possibly during play-time.
- At the discretion of the Class Teacher, any behaviour matter may be referred immediately to the Headteacher or Assistant Headteacher. The parents will be informed and invited into

school to discuss the problems and, hopefully, to formulate a consistent plan of action between home and school, in conjunction with any relevant outside agencies.

- To ensure that inappropriate behaviour at lunchtime is brought to the attention of Class Teachers, lunchtime staff will record incidents in a log-book which will be circulated to each class during afternoon registration. Class Teachers will use their discretion as to when incidents should be referred to the Headteacher, Assistant Headteacher or Learning Mentor (who may, for example, be overseeing Individual Behaviour Plans or wish to provide immediate counselling).
- Where a child is deemed to have Special Needs for behaviour problems, an individual behaviour plan, agreed by all concerned parties, may be drawn up.
- Where the school feels all avenues have been explored and a period of exclusion is warranted, the School guidelines for exclusion will be closely followed.

## **7. BEHAVIOUR MANAGEMENT**

Most children react well to praise and there is inevitably something worthy of praise in all children. By constantly looking for new opportunities to encourage and new incentives for good behaviour, the need for punishment should be minimised and an atmosphere of mutual respect and care should prevail. School rules should be referred to along with school rewards and sanctions.

## **8. ATTENDANCE**

8.1 Regular attendance at the school is the responsibility of parents and by working closely with the school and linking community bodies' attendance can be monitored and any underlining reasons or deteriorating pattern of attendance can be resolved.

8.2 Attendance Advice is issued to parents via;

- A booklet on entry to school
- New intake parents presentation
- Advisory leaflets which can be issued to parents

8.3 The following attendance strategies are used to ensure children are able to access their right to education:

- We follow up all absences immediately
- First day contact~ on a child's return to school with an absence note/phone call requested
- Holiday requests go through the Headteacher & Governing Body panel
- End of term and end of year 100% attendance certificates are presented to children
- Monthly records on attendance are reviewed and those with a declining attendance pattern are monitored
- When attendance % for individuals falls, contact is made via conversations, letters or meetings with parents to establish a way forward

8.4 Attendance reports are presented to the Governing Body as part of the Headteacher's termly report.

## 9. EXCLUSION

9.1 A decision to exclude a child is viewed as a serious decision. In accordance with the The School Discipline (Pupil Exclusions and Review) (England) Regulations 2012 and Department for Education 'Exclusion from maintained schools, Academies and pupil referral units in England'. A decision to exclude a pupil should be taken only:

- a) in response to serious breaches of the school's behaviour policy; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school'

9.2 Only the Headteacher or teacher in charge can exclude a child. The decision to exclude a child will be the final step in a process for dealing with disciplinary offences following a wide range of other strategies. When a child is excluded only the child's parents or carers will be allowed to collect the child from school. Where a child is in the care of the authority the authority will be contacted.

9.3 The Headteacher may judge it appropriate for a child to be permanently excluded for a 'one off' offence, including:

- serious actual or threatening violence against another pupil or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug; or
- carrying an offensive weapon

9.4 After such a decision to exclude a child is made, the procedures for Headteacher, Parents, Governing Body and LA will be followed in accordance with the September 2006 Guidance on Exclusion from Schools and Pupil Referral Units.

**This policy will be reviewed and evaluated in line with the school's policy monitoring schedule and the school development plan.**

Policy to be reviewed: September 2017



## Salterlee Primary School: Behaviour Code

WHAT WE WILL REWARD	REWARDS
<ul style="list-style-type: none"> <li>• Team work</li> <li>• Good Listening</li> <li>• Ready to learn</li> <li>• Appropriate manners</li> <li>• Quiet voice inside</li> <li>• Being proud of what you have done</li> <li>• Being helpful</li> <li>• Being calm</li> <li>• Thoughtful</li> <li>• Sharing taking turns</li> <li>• Following instructions</li> <li>• Thinking about mistakes you have made</li> <li>• Using initiative</li> <li>• Walking sensibly around school</li> <li>• Being proud to be part of the School</li> <li>• Being a good friend</li> <li>• Appreciating that everyone is different</li> <li>• Being respectful of others</li> <li>• Setting a good example</li> </ul>	<ul style="list-style-type: none"> <li>• Salties</li> <li>• Stickers</li> <li>• Certificates (e.g. Gold Book)</li> <li>• Postcards</li> </ul>

WHAT WE WILL SANCTION	SANCTION
<ol style="list-style-type: none"> <li>1. Distracting others</li> <li>2. Refusing to share</li> <li>3. Interrupting others</li> <li>4. Speaking/shouting out more than twice</li> <li>5. Off task</li> </ol>	<p>Class teacher will use '3 Strikes' strategy as a warning to behaviour.</p> <p>If after 3 warnings, behaviour still persists, child to miss 5 minutes of playtime</p>
<ol style="list-style-type: none"> <li>1. Persistent YELLOW behaviour – 3 lots of 5 mins of playtimes missed in one week</li> <li>2. Rough play</li> <li>3. Walking out of class without permission</li> <li>4. Swearing</li> <li>5. Being disrespectful to an adult e.g. answering back/arguing/purposefully ignoring</li> </ol>	<p>Child to miss all of next playtime, parents informed and formal conversation form completed by <u>class teacher</u> (kept in Behaviour File). Headteacher /Assistant Headteacher and Learning Mentor informed.</p> <p>BEHAVIOUR FILE CODE: Orange</p>
<ol style="list-style-type: none"> <li>1. Damaging school property on purpose</li> <li>2. Throwing furniture</li> <li>3. Verbal/written abuse that is directly harmful to others (including social media)</li> <li>4. Physical abuse including spitting</li> <li>5. Stealing</li> <li>6. Fighting</li> </ol>	<p>Miss full day's playtimes, Headteacher/Assistant Headteacher and Learning Mentor to be informed and to contact parents and formal conversation form completed (kept in Behaviour File).</p> <p>Further action to be taken where required.</p> <p>BEHAVIOUR FILE CODE: Red</p>

