

**Silkstone Common J & I**

# **Behaviour Policy**



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## Rationale

At Silkstone Common J&I we aim to ensure that children understand the need for rules to enable them to live and co-operate with others. A policy is needed, setting the boundaries that will ensure consistency of approach throughout the school. In partnership with parents we aim to prepare all pupils to become responsible citizens.

Other policies to be referred to should be safeguarding, anti bullying and equality and discrimination.

## Purposes

1. To provide an agreed framework for good practice and a consistent approach.
2. To understand that conforming to school rules is a basic expectation of all pupils.
3. To promote a positive attitude and value good behaviour.
4. To be aware that poor behaviour has its own consequences.
5. To respect others and their environment.
6. To create a co-operative and secure environment.
7. To promote self esteem.

## **Guidelines**

This policy recognises the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN) therefore there will be the following expectations;

1. All adults connected with the school will be positive role models.
2. Issues arising from the agreed set of rules developed from adult/pupil consultation will be discussed in class and school council meetings.
3. Respect will be shown by adults for pupils and others as well as pupils to all adults.
4. Adults will exercise calmness of approach in dealing with unacceptable behaviour.
5. A clear set of rules and sanctions will be consistently applied by all school personnel.
6. Work will be differentiated to ensure that children are motivated and challenged to reduce the risk of poor behaviour.
7. This policy is followed by all at all times while representing the school, on the premises or off site.

## **Partnership with Parents**

When parents and school are supporting each other, children will experience a more consistent approach to their learning and general development which will give them the best opportunity to develop their full potential. Therefore, all teachers will be accessible and happy to discuss any concerns which pupils or parents may have.

## **Conclusion**

This policy will be monitored and regularly reviewed in staff meetings and class councils to ensure that it is effective and consistent. Staff development and support will be addressed through CPD during staff meetings or INSET training as it arises to address potential new situations or changes to situations. If in house training is not sufficient outside agencies will be brought in to provide effective CPD.

## **Rules, Sanctions and Rewards**

### **Rules**

- Be honest, kind and helpful
- Listen carefully to others
- Wait quietly for your turn to speak
- Look after our school
- Walk quietly and carefully around school
- Respect the property of others
- Always try your best and allow others to do the same

## **Sanctions**

### ***Foundation Stage***

- Address the situation immediately by discussing why the child's behaviour is inappropriate.
- If behaviour persists the child may be distracted or removed from the situation.
- Temper tantrums are ignored.

### ***Key Stage One and Two***

- Address the situation immediately by discussing why the child's behaviour is inappropriate.
- Sanctions and rewards are organised by the class teacher
- Behaviour will be reported to parents through direct communication (diary, log, report, meeting etc)
- If behaviour persists the child will be sent to DHT if persists further then HT
- Break and lunchtime incidents will be dealt with by the supervising adults at the time of the incident, if necessary time out bench will be used as a sanction. If behaviour persists the class teacher will take appropriate actions in line with class and school policy.

### **Serious or persistent misconduct will result in the following further sanctions:**

- Child sent to a senior teacher (Mr Tabbner or Mr Massey)
- Any persistent behaviour will also be logged as a cause for concern as there may be an underlying issues which may require safeguarding procedures to be followed.
- Parents informed, through a meeting with the class teacher or SMT.
- Behaviour report to monitor behaviour and ensure no escalation.
- Exclusion, Outside Agency involvement
- Pupil who are found to have made malicious accusations against school staff, will be discussed with the parents and documented for future reference if required. Throughout the investigation the [statutory guidance form the DFE](#) will be followed.

### ***Serious Incident (Cause for Concern) System***

- Reprimands will be given for abusive language and physical/verbal aggression and will involve a straight message home inviting parents into school for a meeting to discuss incident immediately (or within a reasonable time).

## **Rewards**

Methods of rewarding exceptional effort in work and behaviour

- Achievement assemblies
- Any pupil that has been recognised for embracing the school values, they will be rewarded with a certificate and mention during special assemblies.
- Send children to other staff for praise and recognition
- Stickers, smiley faces and stamps
- Positive texts to parents
- Sent to HT for recognition and prize

### **Transition from SCJI**

All records and reports regarding a pupil's behaviour record will be passed onto appropriate person at the pupil's new school. If in the event of pupil leaving before their statutory leaving date, irrespective of the circumstance of the move, the school will formally communicate with the parents.

### **Important Links**

[DFE Behaviour and discipline in schools Advice for head teachers and school staff January 2016](#)

[Handling Accusations Against Staff Policy](#)

Reviewed Spring 18