



SUNNYFIELDS PRIMARY SCHOOL

Rose Crescent
Scawthorpe
Doncaster
DN5 9EW

Mr D Richardson
Head Teacher

Mr M Hobbs
Chair of Governors

SUNNY SIX



COMMUNICATE



INDEPENDENCE



RESILIENCE



CREATIVE



PROBLEM
SOLVER



TEAMWORK

Behaviour Policy

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Respect

Challenge

Enquiring minds

Confidence

Person responsible for policy	Jonathan Crosby
Approved by	David Richardson
Role	Headteacher
Date	1/10/2018
To be reviewed	September 2019

RESPECT, EQUALITY, CHALLENGE AND FUN

Sunnyfields has a caring, co-operative ethos in which children and staff communicate their fears and concerns, they state that they feel safe when they come to the School and this is reflected in the good attendance of our pupils.

The Governors and staff believe that:

If the appropriate learning environment is to be created then the general ethos of the School needs to be one in which ALL children's qualities can be appreciated and ALL children cared for by staff and fellow pupils.

Equally there will be an environment of mutual respect between all its members. This is essential to its effective functioning as an orderly community.

OUR MAIN AIMS:-

In partnership with parents we play a vital role in promoting the social, moral, spiritual, cultural, mental and physical development of our pupils. The ethos of the School includes the values, which matter within the School and the surrounding community, including honesty, trust, fairness, tolerance and respect.

Pupils are encouraged to develop self-respect and self-discipline according to their age, ability and understanding.

We encourage each child to:

- Respect, appreciate and care about the needs and feelings of others and about the community in which they live and work.
- Respond to challenge and work to their maximum capacity in all areas of a broad and balanced curriculum.
- Develop an enquiring mind with an ability to question and think for themselves and express themselves in all areas with confidence.

TO ACHIEVE THIS AIM:

We feel that a unified staff approach to behaviour around School is necessary so that children are aware of expectations and can see a clear pattern in staff's response to given situations.

THE BENEFITS OF GOOD BEHAVIOUR FOR PUPILS

- Learn what good behaviour means
- Learn to care for one another
- Learn the value of friendship
- Develop self-confidence
- Do as well as possible in their School work
- Are able to respond in a happy, safe, secure environment
- Are well prepared for the next stage of their life.

The benefits of good behaviour for staff

- Can teach more effectively
- Are more able to meet the needs of the pupils
- Develop positive contacts with pupils, parents and members of the community.

Through work in the classroom, discussion outside the classroom, i.e. at playtime, on School trips and during assembly times we encourage acceptance of the expectation that these rules for good manners and behaviour are extended to all connected with School and in the local community.

School Rules

- **RESPECT** - *everyone in our School*
- *each other's views and feelings*
- *property, your own, the School's and other peoples.*
- **BE RESPONSIBLE** - *for your own actions*
- *for your own belongings*
- **REMAIN SAFE** - *move around School sensibly*

- *play safely*
- *use equipment correctly.*

At Sunnyfields we believe that good behaviour is supported by mutual respect. We therefore manage behaviour through positive reinforcement using clear rules and rewards. Poor behaviour is a symptom of an unmet need that staff explore and work through with the pupil e.g. pitch of classroom work, engagement in topic etc. Where mistakes in behaviour are made we support the pupil in the same way in which we support a pupil who makes a mistake in their academic work i.e. positive reinforcement, use of good role models and praise.

HOW WE ENCOURAGE GOOD BEHAVIOUR

- Praise and Encouragement
- Stickers, stamps and certificates
- Notes home in planners
- Emails to a parents
- Clear and consistent classroom rules
- Model and share high expectations
- Consistency amongst all staff members in implementing rewards and sanctions
- Use of good role models
- Circles of Friends
- Peer mentoring
- Team Points
- Visits to the senior management team to share good work and behaviour
- Special Mentions in the weekly assembly
- Good behaviour and respect modelled by all staff.
- Headteacher's Tea Party

HOW WE PREVENT MISTAKES IN BEHAVIOUR

All pupils are encouraged to follow the School rules which were discussed and agreed with the pupils. Opportunities for improving behaviour are continually developed and commented on, with the pupil voice sought through school surveys. To ignore inappropriate behaviour will condone and give the wrong message. All misbehaviour should be considered and dealt with in the most appropriate and reasonable manner according to the situation, the pupil's age, ability and understanding. Sunnyfields operates a restorative approach to behaviour management. Pupils are encouraged to share their problems with staff and then find a way to solve the issue themselves. Staff act as facilitators to encourage pupils to become more independent and responsible for their own actions.

SANCTIONS

- Giving effective reminders of appropriate behaviour linked to School and Class Rules (Rule Related Praise)
- Allowing children to correct their behaviour with positive reinforcement
- Specific sanctions agreed by each class teacher with the children at the beginning of the year e.g. separating or moving a pupil within the classroom, loss of Golden Time etc
- Loss of privileges within the classroom or on the playground.
- Time Out
- Notes in planners to parents.
- Referral to Head or Senior Management Team (Please see detailed information below)
- Serious incidents or repeated incidents will be recorded by staff in the CPOMs system. Governors monitor this through the head teacher's termly report.
- All entries in the CPOMs system for behaviour will lead to involvement of parents where necessary.
- Support from Outside Agencies.
- Individual Behaviour Plan set up.

Time Out

For 'Time Out' to be effective the child should be removed from the classroom situation for a short period of time. The reason for 'Time Out' is to allow the child and adult to return to a less anxious state after a period of high anxiety or heightened state of emotion, before supporting the child in modifying their behaviour. A guide to this is a minute for every year of their life up to a maximum of nine. A child should spend this time in an alternative class taking appropriate classroom work with them. On these occasions the child will take a yellow card to the class that they are attending. This will allow the accommodating class teacher to recognise the need for 'Time Out' and continue teaching without disruption to their own class. (Staff should prepare laminated cards at the beginning of the year).

Referral to the Senior Leadership Team

In extreme cases where all avenues have been explored and the class teacher is unable to deal with individual behaviours, they should refer to the Senior Leadership Team. A red card should be sent to the phase leader. If the phase leader is not available, the red card should be sent to the Deputy Headteacher or Headteacher via a trusted child or colleague. The member of SLT will then attend the classroom to support. On these occasions the HT or DHT will meet with the teaching member of staff to understand the issues within the classroom and then jointly meet with parents.

Individual Behaviour Plans

Individual Behaviour Plans will be set up to support a pupil whose inappropriate behaviour is causing significant concern and requires consistent support from all staff involved with the pupil. The appropriate behaviour will have been recorded as happening frequently or be of a severe nature affecting the well being of themselves and others. An individual behaviour plan will be written in conjunction with parents.

BREAK AND LUNCH TIME ROUTINES

The 3 general rules still apply and any complaints from children regarding behaviour of others are resolved by staff members on duty, including Mid Day Supervisors, straight away; if necessary sanctions are imposed as above. Lunchtime staff are also trained in restorative approaches to behaviour management, with regular updates shared by the Headteacher.

The lunchtime supervisors and teaching assistants provide a range of activities for pupils to participate in during wet lunchtimes. These will take place in the classrooms. The lower phase children have activities on offer in the KS1 Hall. Incidents are recorded on CPOMS by a trained member of the MDSA team.

BULLYING

THE WILFUL, CONSCIOUS, REPEATED DESIRE TO PHYSICALLY HARM OR EMOTIONALLY INTIMIDATE ANOTHER PERSON. THIS INCLUDES ALL FORMS OF BULLYING E.G. CYBER, RACIST, HOMOPHOBIC, TRANS GENDER TO GENDER RELATED.

The staff at Sunnyfields will not ignore any incidents or reports of bullying and children are assured that any reports of bullying will receive a serious response. We will endeavour to do our utmost to ensure that physical or mental bullying is dealt with immediately. Pupils are encouraged to tell a member of staff **immediately** of any incidents of bullying and **not** to retaliate. The subject of bullying is dealt with regularly as part of the PSHE curriculum and Anti-bullying week. An anti-bullying / friendship bench is in the playground to raise the awareness and provide additional support for those children requiring it.

Any incidents of a **racial nature** are reported, in line with our equal opportunities and racial Policy.

LINKS WITH PARENTS

Parents are informed as soon as there is concern regarding their child's behaviour. The School encourages an 'open door policy', where parents can discuss concerns before School, after School, by appointment or via email.

Parents are asked to support the School's Behaviour Policy by signing a Home School Agreement on entry to Nursery and then, annually in the School planner. This outlines expectations and standards of behaviour.

If poor behaviour is persistent, the School may feel it appropriate to refer to 'Early Help' or, complete a CAF (Common Assessment Framework) and seek support from partnership agencies. Partnership agencies include Bentley High Street Primary Learning Centre, CAMHS (Child and Adolescent Mental Health Service), Social Services, and EPS (Educational Psychology Service). The Senior Leadership Team will facilitate this and meet regularly with pupils, parents and partnership agencies to support a positive outcome.

The Use of Reasonable Force to Control or Restrain a Pupil

It is very unusual that restraint is used but in extreme circumstances of inappropriate behaviour it may be necessary to use a reasonable degree of force to control or restrain a child (in accordance with Section 550a of the 1997 Education Act). Only the degree of force that is warranted by the situation may be used lawfully. The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent.

The following are some examples when it may be appropriate to use physical intervention:-

- Pupils are fighting and likely to injure themselves or others
- A pupil is causing or at risk of causing injury or damage by rough play or misuse of dangerous materials or objects.
- A pupil is running in a corridor in a way in which he / she might have or cause an accident.
- A pupil is behaving in a way that is seriously disrupting a lesson

If a pupil absconds from a class or tries to leave School staff will not pursue them. Should they leave the premises the parents and police will be notified immediately.

APPLICATION OF FORCE / USE OF PHYSICAL INTERVENTION

To be considered lawful the level of physical intervention required must be a 'reasonable' response to the pupil's actions. Corporal punishment is not authorised in School in any circumstance. Any force used should always be the minimum needed to achieve the desired result.

Safeguarding of children

All staff read and understand the safeguarding policy, along with Keeping Children Safe In Education to ensure that they understand how to safeguard individuals while dealing with behaviour incidents. Trained specialists deliver training for all staff annually, and current updates are shared at weekly staff development meetings. Additional networks and training is provided to the Designated Safeguarding Leaders in school.

THE MEANING OF PHYSICAL INTERVENTION

Physical intervention may take many forms. It may range from a member of staff blocking a pupil's way or interposing between two pupils with no direct contact made, to making direct physical contact and restraining a child. Physical contact may include touching, holding, pushing, pulling, leading a pupil by the arm or shepherding a pupil away by placing a hand in the centre of the back. Where it is considered appropriate to use physical intervention this should be undertaken in such a way that it will not cause injury or intentional pain. All other reasonable strategies should be employed before force is used. Physical contact should be stopped as soon as the pupil complies with instructions.

Any incidents, which occasion any physical intervention or restraint by the staff member, are logged in the back of the accident book in School. All incidents where force is used will be reported to the Head Teacher immediately.

EXCLUSION

If after prior intervention, persistent poor behaviour occurs exclusion for may be used as a last resort in conjunction with the LA, Governing Body and appropriate support agencies. Exclusions may last for up to 45 days in any one-year on a fixed term basis. (See School's guidance on exclusions).

Where a child exhibits continual inappropriate behaviour at lunchtimes, the Head teacher may decide to exclude for the lunchtime period. This will only be done after a series of warnings and in consultation with parents.

REFERENCE TO:-

- H & S Policy
- Equal Opportunities & Racial Policy.
- LA handling Policy
- Safeguarding Policy
- Keeping Children Safe In Education