

SOMERVILLE PRIMARY SCHOOL BEHAVIOUR MANAGEMENT POLICY

*Our Vision:
Aiming high together*

*Through our mission:
Inspiring and challenging to ensure successful futures*

*Our core values:
Happiness
Respect
Resilience
Responsibility*

Aims

It is a primary aim of Somerville Primary School that every member of the school community feels valued and **respected**, and that each person is treated fairly and takes **responsibility** for their actions. We are a caring community, whose values are built on mutual trust and **respect** for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels **happy**, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate and **respectful** way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, **responsible** and increasingly independent members of the school community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

Somerville Federation is a Rights Respecting School and ensures that it threads throughout the whole school to help develop pupils' acceptance of difference and diversity, and provides them with a strong moral compass.

Equal opportunities

The policy is implemented equally to all members of the school pupil population, regardless of gender, nationality or disability. It is important that pastoral issues relating to individual pupils are taken into consideration.

Staff Responsibility

Behaviour Management is the responsibility of **all** staff at Somerville.

Role of the Headteacher

It is the responsibility of the Executive Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors of the Federation, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Headteacher to ensure the health, safety and welfare of all children in the school.

The Executive Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Executive Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism.

The Executive Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Band Leader, then the Assistant Headteacher of the Key Stage and then the Deputy Headteacher and if necessary the Executive Headteacher

The Learning Mentor is employed by the school to **support** children who, for a variety of reasons, find the school environment challenging. The Senior Management Team, agree with staff, those children who need to be supported and the Learning Mentor reports progress to the class teachers and the Senior Management Team.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent (in discussion with the Senior Management Team and the Executive Headteacher) if there are concerns about the behaviour or welfare of a child.

The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.

The Role of Parents and Carers

Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Band Leader, Assistant Headteacher, Deputy Headteacher and Executive Headteacher in hierarchical order.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.

Organisation

Class Rules

- Class teachers, support staff and children in their class devise these at the beginning of the academic year. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. They should focus on the positive rather than the negative.
- Rules should be written up neatly and prominently displayed in the classroom.

Circle Time

- All classes use Circle Time sessions as a tool for promoting positive behaviour. Circle Time sessions may be combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.

Promoting Positive Behaviour

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children a variety of rewards agreed through phase team meetings. These include praise, marble jar, golden time, star awards and dojos.

- Pupils may be sent to another member of staff to reinforce the praise and they may receive a sticker.
- Each week one child from each class is nominated to receive a certificate in the Awards assembly, to celebrate good behaviour, attitudes and achievement and other foci decided weekly by the Executive team.
- Positive playtime behaviour is rewarded by additional time being awarded on the adventure playground.
- The Executive Headteacher actively encourages staff members to send children to her for good behaviour, improved attitudes to learning, and outstanding achievement.
- Somerville Primary School expects school rules to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during playtime.
- If behaviour is inappropriate then a verbal warning is given to the child and the class teacher should explain to the child what he/she is doing that is not acceptable.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- A class teacher may assign a time out table in their classroom where a child can be placed in order to reflect on his/her behaviour.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher may at this point seek further support from the Deputy Headteacher or Executive Headteacher.
- If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the Deputy Headteacher or Executive Headteacher. The school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. For further information regarding bullying see the school's anti-bullying policy.

- Racist incidents will not be tolerated in any form.

Age Appropriate Sanctions

- All classrooms in the school have a behaviour log that is kept in the classroom to record negative behaviour and a behaviour letter is sent home where appropriate by the classteacher.
- Teachers need to ensure all staff, particularly HLTAs and midday meal supervisors know that a child is under sanction or has behaviour targets.

Foundation Stage

- Teachers, Early Years Practitioners and other adults speak to the children about their behaviour, using age appropriate language and try to help the children build an understanding about behaviour that is appropriate at school.
- During carpet sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are sent to another carpet in Foundation Stage.
- During free flow sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are put on time out.
- Any aggressive or violent behaviour results in a child being sent immediately to time out. If poor behaviour continues after the time out session they will be sent to see the Band Leader for FS, Executive Headteacher or Deputy Headteacher or spend time out in another classroom.
- Staff meet daily to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children. Adults will discuss any of their concerns regarding a child's behaviour with their parents or carers. An individual support programme might be arranged in consultation with SENCO, Executive Head, Deputy and Parents/Carers.

Sanctions and Rewards.

Sanctions and reward specifics can be seen by reading the appendices in the behaviour guidelines at the end of this policy.

Foundation Stage Monitoring / Playground Expectations

- Positive behaviour acknowledged with stickers.
- Behaviour concerns are recorded to the classteacher by meal supervisors detailing incident.
- Serious misbehaviours are reported verbally to class teacher
- Persistent concerns and emerging behaviour patterns are monitored at weekly planning meetings

Behaviour Monitoring

The following systems are in place to monitor behaviour:

- Each class has a behaviour log. This log is to be kept in the classroom.
- Children who are involved in incidents will have the incident recorded in the log detailing the incident, the child's response and action taken.
- Class teachers will have copies of letters that they can send home to parents/carers if they want to discuss a child's behaviour. If a letter is sent home, this needs to be recorded in the log and the letter sent to the office for posting. The headteacher must be informed if a letter is sent home. Any phone calls must also be logged.
- If a teacher sends a letter home and receives no response from the parent/carer within two school days, the Executive Headteacher or Deputy Headteacher should be informed. A second letter will then be sent to the parent/carer from the Deputy Headteacher or a phone call will be made.
- Non-class based teachers should follow all the procedures in place and should communicate action taken to all relevant staff.
- Serious incidents are recorded in an incident log in the Headteacher's office.
- Behaviour Triggers where children are immediately sent to Executive Headteacher or Deputy Headteacher
- The following behaviour triggers a child being sent immediately to the Executive Headteacher or Deputy Headteacher:
 - physical violence or threatening behaviour
 - swearing intentionally to cause offence
 - racist, sexist or homophobic remarks (these are recorded separately and reported to Governors)

- repeated disobedience
- continued inappropriate behaviour after returning from Time Out
- If a child refuses to go to the Executive Headteacher or Deputy Headteacher, the class teacher will either telephone or send another pupil to the office. In the playground a Midday Meal supervisor will send another child to inform the Deputy Headteacher or the Headteacher of the situation..
- A log is maintained of all parent contact/incidents in the Executive Headteacher's office.

Further Sanctions

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school.

Exclusions will occur if:

- Children repeatedly violate the Behaviour Policy
- Children seriously assault another child or children
- Children assault a member of school staff
- Children commit serious breaches of the Behaviour Policy
- Children repeatedly prevent other children in their class from learning as a consequence of their behaviour.
- A child brings the school into disrepute whilst not in school (ie after school or at the weekend).
- An allegation is made against a member of staff which when investigated is unfounded.
- Other incidents considered serious by the Executive headteacher. (In the absence of the Executive headteacher on site, the Executive headteacher must be contacted to consider the seriousness of the incident).
- Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

Exclusion Guidance from September 2012 is currently used by the school unless superseded before the school policy is reviewed.

The Executive Headteacher may decide to exclude for 5 days in the first instance whilst a full investigation takes place, this may lead to an extension of the fixed term exclusion or a permanent exclusion.

Training and Support

All staff are entitled to in-service training and support in managing pupils' behaviour. There are several methods of training that are utilised within school:

- Individual teaching and/or associate staff attend Wirral or externally provided courses.
- Whole school training by Wirral or an external consultant.
- Separate training for teaching and associate staff.
- Regular staff meetings to share ideas and strategies.
- Regular meetings with midday supervisors to share ideas and strategies.
- Team teach strategy training for specific staff utilised to support restraining of pupils where necessary.
- Opportunities to have pupils removed from a situation if they are particularly disruptive.
- Opportunities for teachers to talk to senior staff and school managers about particular pupils' difficulties.
- A teacher with experience and responsibility for behaviour management.
- Partnership with Gilbrook Outreach Service
- Staff are asked to bring concerns to the attention of the executive team or executive headteacher before they become problems.

Behaviour Management is regularly reviewed in full staff meetings, Key Stage meetings and team meetings. Adjustments are made accordingly.

Approved by Governors of Somerville Federation on 15th March 2017.

To be reviewed Annually

Next review date prior to 6th January 2018

Appendices: Rewards and Sanctions.

