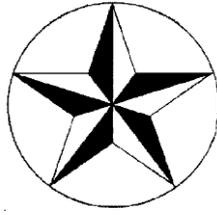


SCANTABOUT PRIMARY SCHOOL



Achieving our best together **BEHAVIOUR POLICY**

Rationale

At Scantabout Primary School we believe that each child should have the opportunity to realise his or her true potential. We believe that to do this we need to create an environment in which each child understands and acknowledges the need for good behaviour and self-discipline.

Poor behaviour which prevents or hinders the academic and social development of the individual is unacceptable and strategies identified within this behaviour policy are intended to ensure that we achieve our aim.

Our PSHCE curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Within this programme we have due regard to the need to promote pupils' welfare and prevent them from being drawn into radicalism and extremism.

Aims

1. To develop and promote self-discipline in pupils.
2. To create the conditions for an orderly community, in which effective learning can take place and in which there is mutual respect and tolerance of differences between all members.
3. To develop pupils into responsible learners who are aware and conscious of the rights and dignity of each individual.
4. To prevent all forms of bullying among pupils.

Objectives

1. To provide children and staff with clear guidelines as to what is expected in terms of behaviour.
2. To encourage children to work to the best of their ability in order to promote increased attainment.
3. To reward and therefore reinforce good behaviour
4. To value and share all children's work.
5. To provide a clear system of reprimand that is fair but firm.
6. To support children's Social, Spiritual, Moral and Cultural development through participation and co-operation with others.
7. To work with parents to promote a culture of positive behaviour

PRINCIPLES

Our ethos aims to develop in pupils an acceptance and recognition of their responsibilities for their own decisions and actions. We will always condemn the action not the child. It is the responsibility of all members of the school community to report any potential cases of bullying.

It is the responsibility of staff to:

- Promote and reward good /positive behaviour
- Provide a positive role model which supports good behaviour
- Prevent and deal with bad/negative behaviour using strategies contained within this policy (see Appendix 1 - 3 for procedures relating to bullying)

It is the responsibility of those running the school to:

- Ensure that there are regular opportunities for professional development training on behaviour strategies for all staff who have regular contact with the pupils.

This Policy should be read in conjunction with the SEND Policy, the Prevent Policy, E-safety Policy; the Anti-Bullying Policy, Safeguarding and Child Protection Policies. Allegations against pupils are dealt with in accordance with the HCC 'Dealing with Allegations Against Pupils' procedure.

Guidelines

Good behaviour is promoted through a simple system of codes of conduct with clear expectations for all members of the school community.

The Scantabout School code has been developed through the School Council and is based around the Rights, Respect, Responsibilities agenda. It is detailed below. Class charters are established through negotiation at the start of the school year and revisited as and when necessary.

Scantabout Code

We have the **right** to –

- Learn
- Politeness, kindness and fairness
- Be heard
- Feel safe

We will **respect** others by –

- always trying our best
- thinking of others and listening to them
- being positive

We will show **responsibility** by –

- working together to keep our school and community safe and tidy
 - looking after and sharing school equipment
 - being honest and trustworthy

Curricular Opportunities

Provision is made for cross-curricular activities which promote co-operative group work where team work and consideration for others is paramount in completing the task. These activities include:

- Role play drama
- Friendship groups
- Open forum for discussions in circle time
- PSHCE lessons
- Team building activities
- Residential visits
- RE themes following RE scheme of work

Pupil Voice

At Scantabout Primary we believe that listening to the views of children, including their concerns is at the core of what we do. To help facilitate this:

Each class has weekly circle times/class discussion times where children can discuss moral dilemmas, concerns and through which they can develop strategies to support their emotional & social development. Open Forum is used as a vehicle to support the children's Growth Mind set.

Staff modelling and use of the Growth Mind-set and the learning skills of:

- Resilience;
- Reciprocity;
- Resourcefulness;
- Reflection

An elected School Council meet regularly with a nominated teacher to further support pupil voice.

Peer Mentors, School Council, Junior Play Leaders and dinner time helpers provide opportunities for pupils to mix and to encourage awareness of the needs of others. In particular, pupils are encouraged to develop a caring, nurturing and co-operative nature towards others.

Assemblies

- Collective Worship is held daily and provides the children with opportunities to reflect upon moral dilemmas and to share supportive messages and expectations.
- A weekly celebration assembly also supports this.

Reward Systems

At Scantabout Primary School we have a range of reward systems which promote individual good behaviour. These include:

- Praise and sharing achievements
- House points
- Notes and postcards home
- Stickers
- Special awards
- Whole class rewards such as extra playtime
- Head teacher's awards
- Star pupils
- lunchtime stickers
- Top diners
- visit to head teacher

Consequences

At Scantabout Primary School the vast majority of children behave in a positive way most of the time. We believe, however, that we should operate in a consistent way so that children understand that there are consequences to their actions. Where this is needed the following sanctions may be used:

- verbal warning
- making up for time lost in lessons by completing learning during part of break or lunchtime; missing minutes off playtime (where all of playtime is to be missed a member of the leadership team will be consulted)
- child moved within class
- "smiley/cloud" chart/or name written on the board
- missing a privilege
- sent to Key Stage Manager/ Deputy Headteacher
- sent to Head Teacher
- parents contacted

It is good practice to ensure that all children who are given a sanction have it clearly explained why the sanction has been given and how they can positively move forward.

The choice of sanctions will be appropriate to the particular incident and the circumstances surrounding the incident, as well as the child individual age or stage of emotional/social development.

When deciding on a course of action, staff need to consider carefully if the behaviour is a result of a Social, Emotional and Mental Health Need and how sanctions are applied in relation to this. Where behaviour does cause concern either due to the recurrence of negative behaviours or due to the severity of the incidence, the Inclusion Leader will be consulted with the view of development of an Individual Positive Behaviour Plan, a Pastoral Support Plan or outside agency support, including the Primary Behaviour Support Service, Early Help Hub or other agencies. The School will also consider a

planned programme of support through the Emotional Support Literacy Assistant (ELSA).

Exclusions

At Scantabout Primary School we follow the Hampshire County Council & DFE guidelines relating to exclusions.

Policy reviewed by: Tina Thomas Head Teacher

Agreed by staff and governors: Summer 2018

Three year review due: Summer 2021