



Southdale

C of E Junior school

Shining like stars in the universe

Value Statement

We aim to ensure that every member of our school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose Christian values are built on mutual trust and respect. All children are valued as unique individuals and all our actions are underpinned by our Christian values. We believe that our children have the right to education in a safe, caring environment, free from any fear or intimidation from any other person for whatever reason. We expect all our children, staff and parents to share and support our values

AIMS

- To provide an environment that enables learning and reinforces the positive values of the school.
- Encourage children to manage their own their behaviour
- Encourage children to respect the rights of others
- Develop children's self-esteem
- Build workable relationships that enable the school to be a safe and positive learning environment
- To provide a consistent framework for our expectations of behaviour and the effective management of behaviour
- To take appropriate action in response to incidents which impact on our rights to learn and teach

SAFEGUARDING

All staff at Southdale are aware of the link between behaviour and safeguarding. Our number one priority is to keep children safe. We recognise the importance of spotting early signs and indicators of physical, emotional, sexual abuse and neglect. When children experience trauma, of any kind, this can be displayed in the children's behaviour; at Southdale we aim to understand what the behaviour is telling us. (see appendix 1, what's really going on)

EXPECTATIONS

Roles and responsibilities are delegated in the following manner in order that the above aims and objectives are fulfilled:

- The Headteacher has overall responsibility for behaviour and discipline and provides the final point of reference for pupil referral or discipline.
- The Deputy Headteacher supports the Headteacher and staff and is the first point of reference for more serious incidents.
- Learning mentor and SENCO to liaise with all staff regarding vulnerable children

- All teachers take responsibility for administering the whole school 'shining like a star' behaviour system. It is expected that the vast majority of behaviour incidents will be managed and resolved by the class teacher, in line with the whole school policy.
- Support Staff should report behaviour incidents to the pupil's class teacher as they deem appropriate. All support staff should manage behaviour within the whole school behaviour system; ensuring pupils safety and compliance within the corridors, playgrounds, classrooms and other environments. Minor infractions should be dealt with at the time of their occurrence and if deemed necessary, reported to the relevant class teacher at the first opportunity.
- Lunch Time Supervisors should follow the whole school behaviour system. It is expected that the vast majority of behaviour incidents will be managed and dealt with by the lunchtime staff during lunchtime. Lunchtime supervisors should report behaviour incidents to the pupil's class teacher as they deem appropriate. More serious incidents should be reported to the Deputy or Headteacher, who will deal with the incident appropriately.

THE PRINCIPLES OF OUR BEHAVIOUR POLICY:

We believe that good behaviour and discipline are essential if children are to learn and teachers to teach effectively. It is dependent on positive relationships between all adults and children, and between children themselves. As staff we work hard to create a supportive and calm school environment, in which the rights and responsibilities of everyone within the school community are understood, valued and upheld.

Ethos + Expectations = Behaviour

Our approach to behaviour and discipline is positive, believing that everyone in the school has:

- The right to be safe.
- The right to learn
- The right to express their beliefs and faith

These rights are the basis of our whole school expectations supported by our aim of shining like a star in the universe, and appreciating diversity in God's world by respecting that we are all unique and individual.

We believe that:

- Most children can and do behave appropriately.
- Children who do not behave sometimes choose not to, or may not have yet learnt the skills needed to behave at school or may be behaving in a way which reflects their own emotional needs.
- Children need to know and understand the boundaries of acceptable behaviour
- At school, we can provide an environment where most children can develop appropriate learning behaviour through the development of their social and emotional skills.
- Social and emotional skills enable learners to make informed choices about their behaviour by enhancing self-awareness and developing empathy.

Positive Behaviour

Whole school reward systems are in place to celebrate positive 'Behaviour for Learning' through the 'Shining like a star' system.

The behaviour systems and rewards are shared with pupils and all adults, and are used consistently

throughout the school.

Effective behaviour management includes ensuring effective:

- Learning and Teaching-e.g. assessment, matching work at the right level, engaging teaching and activities
- Behaviour for Learning-e.g. conditions for learning, school and classroom ethos,
- Reminding pupils to “choose” the correct behaviour
- Positive Praise
- Rights and Responsibilities – classroom agreements to be displayed in all classrooms and referred to by staff when dealing with instances of behaviour
- Celebrating good work and behaviour in our weekly assemblies, e.g. Special Mentions awards
- Class/year group treats

A positive approach promoting mutual respect, tolerance and positive relationships is developed through personal and social education (PSE), exploration of Christian values in collective worship, and by being modelled and referred to throughout all aspects of school life.

Negative Behaviour

When responding to unacceptable behaviour, children know and understand that we have a three strike system. A **warning** will be issued in the first instance, followed by a yellow card if the behaviour continues and finally a red card for continued disruptive behaviour or a more serious incident.

- **Warning** –the child is issued a warning and the teacher identifies the nature of the behaviour and using the language of choice explains why the behaviour is inappropriate. The child is reminded if they continue with the behaviour a consequence relating to the wrong choice made. The warning could be highlighted by writing the child’s name on the whiteboard.
- **Consequence**– the child will be issued with a consequence if the child has shown behaviour that shows persistent signs of low-level disruptive behaviour.
- **Red Card** – the child will be issued with a red card and a lunchtime detention. The incident is recorded on CPOMs. A red card is issued for serious incidents which include swearing, physical assault, defiance and damaging school property. A red card can be given for any serious incidents which breach our 3 rights, vision and values. The time for a red card will be 20 minutes but this may vary depending on the severity of the behaviour eg a child stops others from being safe at lunchtime, may result in that child being excluded from lunchtimes for a set period of time.
- **Educational visits** - We are an inclusive school and all steps will be taken to ensure that all children can attend any educational visits. However, if the safety of a pupil (or others) cannot be guaranteed because of his/her inclusion in the visit, then that pupil will not be included. This is part of our health and safety policy.

Please note that “blanket” punishments, such as whole-class playtime detentions, are not allowed as they are ineffective, unfair and undermine the positive nature of the school’s behaviour management systems.

EXPECTATIONS AND RESPONSIBILITIES

Staff, Governors and community	<ul style="list-style-type: none"> • To lead by example. • To be consistent in dealing with children, parents and adults in general. • To encourage the aims and values of the school, and local community, among the children. • To have high expectations of the children. • To meet the educational, social and behavioural needs of all the children through an appropriate curriculum and individual support. • To encourage regular communication between home and school.
Children	<ul style="list-style-type: none"> • To respect, support and care for each other, both in school and the wider community. • To take responsibility for their own actions and behaviour. • To do as instructed by all members of staff throughout the school day. • To value everyone as unique individuals • To attend regularly, on time, ready to learn and take part in activities.
Parents	<ul style="list-style-type: none"> • To be aware of, and support, the school’s values and expectations. • To take an active and supportive interest in their child’s work and progress. • To support the school by ensuring their child engages with any additional learning e.g. homework, booster classes, • To ensure that children attend regularly, ready and equipped to learn • To provide the school with an emergency contact number. • To attend regularly, on time, ready to learn and take part in activities.

REWARDS

Rewards are a key part of a positive approach by reaffirming expectations, acknowledging that a child is meeting these and encouraging good attitudes to learning and appropriate behaviours and social skills. Rewards can boost a child’s self esteem and motivation. We ultimately want children to be self motivated and self disciplined rather than needing extrinsic motivation or reward, however, children need to know what and when they are doing well and deserve our recognition of this.

Rewards	
Individual affirmation of behaviour	<ul style="list-style-type: none"> • Positive reinforcement with appropriate positive comments and specific feedback either privately or publicly-smile, thumbs up, praise to individual/in front of others. • Given for improvement or maintaining good behaviour/attitude/learning; additional interest, effort and attitude demonstrated e.g. by additional homework • Child given responsibility. • Share with other staff to also celebrate children’s achievements • Share positive feedback with parents • Stickers
Special Mentions	<ul style="list-style-type: none"> • Achievements are awarded for learning and behaviour, including: attitude, effort, attainment which is either good for that child or is of a

	<p>high standard for that age, social skills, manners.</p> <ul style="list-style-type: none"> • These may be awarded to a child who has made significant progress/change and 'stands out' that week but also to those children who 'always' learn and behave in the best way possible • Each week the headteacher chooses one child to get the headteacher's award – this is for a child who has shone like a star in the universe. • Each teacher gives their child a 'special mention' and they receive a badge and a certificate • Children receive a 'shining like a star' award when they have shown exceptional attributes which are in line with our vision and values.
Lunchtime Awards	<ul style="list-style-type: none"> • Lunchtime supervisors note children's social skills and behaviours each week, with a particular focus on that half term's Christian value. They choose one child from each year group, every week to receive a special lunchtime award.

Additional systems may be used as and when necessary in different classes as appropriate to the age and needs of the children. These will be used alongside and to complement whole school reward systems and will follow the same principles of our whole school approach.

CLASSROOM MANAGEMENT: OUR PREFERRED PRACTICES (Behaviour Leadership)

- **Communicate Calmness**

In tone, manner, language, body language.

- **Least to most intrusive**

Use when intervening in any context, ensuring appropriate and fair opportunities/'choices' given by the adult to the child, to amend their behaviour. E.g. least intrusive-a non-verbal cue, expectation reminder, simple direction. Most intrusive will be where there is repetitive disruption, potential safety concern, aggressive behaviour

- **Positive Corrective Language**

Focus on the 'do' rather than over focusing on the 'don't', and conditional direction

E.g. 'Hands up thanks', rather than 'Don't call out'

'When.....then.....' rather than 'No, you can't.....'

'Thank you' is more powerful than 'please' as it conveys an expectation rather than a request

- **Focus directed to the Primary Behaviour**

Avoid the distraction of secondary behaviours to minimise confrontation and engage compliance/cooperation. Use strategies such as tactical ignoring, selective attention, partial agreement, descriptive and directional cues, directed choices, consequential choices, refocusing, take up time. Focus on the unwanted **behaviour not the child**.

- **Encouragement not blanket praise**

Use focused encouragement and praise/reward which is explicit to the behaviour/learning

- **3Rs of Consequences**

Does the consequence RELATE to the behaviour?

Is it REASONABLE (in terms of seriousness?)

Do we keep the RESPECT (of and towards the child) intact when applying the consequence?

STRATEGIES: LEVELS OF RESPONSE

Initial strategies include:

- Tactical ignoring
- Obvious watching/ a look
- Moving closer to the child
- Use of distraction
- Use of child's name
- Pleasant reminder
- A private word
- Say what you see ..."(name) you are (action), you need to (desired behaviour), thank you"
- Calm, assertive instruction
- Rule reminders
- Praise others for desired behaviour
- Take up time
- Offering a choice-language of choice: "If you choose **not to** (desired behaviour) then you're choosing to (consequence). If you choose **to** (desired behaviour) then you're choosing (not to have consequence/something positive). Make the right choice, thank you"

CONSEQUENCES

A consequence is not necessarily a 'punishment' or sanction but is an action that takes place as a result of the behaviour.

In line with our preferred practice of 3Rs, consequence should match behaviour – e.g. if the child is stopping children from being safe at lunchtime, they should miss an appropriate time from their lunch break to reflect on behaviour, if a child has a poor attitude to learning, they may be asked to stay in at playtime to finish their work.

- Repair and Rebuild-Time to think/ talk about the issue and agree what they are going to do about it. To put things right (this may be done verbally or in writing depending on the child)
- Misses relevant activity, e.g. playtime
- Making things 'right' e.g. if books have been thrown, they are picked up
- Making a positive contribution as part of making amends e.g. in addition to picking up the books, tidies the rest of the reading area
- Letter of apology
- Misses a privilege or series of privileges
- Teacher talking informally with the pupil's parents
- Time out /'internal exclusion'
- Phone call/meeting with parents involving Senior Leadership Team
- Behaviour monitoring-daily/weekly recording and reporting to parents
- Exclusion

Repair and Rebuild

In line with our preferred practice of 'follow up and follow through' an important consequence is that there is time to 'Repair and Rebuild', preferably carried out by the person directly involved in the incident.

This is used to reinforce behavioural expectations, while embedding a process of problem solving and self-review. It provides a structured review of their actions. The reflection sheet may be a sheet completed by the child or may be a structured discussion. It can only take place when the child is calm enough to do this. The intention is to give the child a clear and structured format to consider their behaviour which led to the meeting or completion of the sheet, to review the rules and expectations of them and to then indicate what, after some detailed consideration, would be a more appropriate response.

It may include:

1. This is what I did.....
2. This is rule I ignored/the expectation of the teaching and learning area (e.g. classroom, hall,

playground)

3. This is what I should have done/what I will do next time.

• Follow Up and Follow Through

Consequences appropriate to the situation can be worked through with the child, one to one when they are calm.

One to one on issues that matter can repair and rebuild relationships and consider any necessary restitution. This can be an informal 'chat' after the lesson, reflection time, consequences related to the behaviour. This allows the adult to acknowledge the child's feelings and focus on the behaviour or task related to the consequence. This should ideally be carried out by the adult who initiates the consequence.

Restitutive questions help children identify what happened and how they can make things better:

What actually happened? What rule/right was affected by your behaviour? How did your behaviour affect others?

What can you do to make things better/sort things out? How can I help you do this?

The certainty of follow up and consequence is more powerful in behaviour management, than the severity of consequence.

This structure enables children to begin a problem-solving process and consider how their behaviour is affecting themselves, other children and adults and the learning environment.

This reflective process helps the child to be self-aware and to begin to use their learnt skills in managing their emotions. Being aware of how their actions are affecting others and planning more appropriate actions given the same situation provides the opportunity to reflect on both motivational skills and the ability to demonstrate empathy. When the child has reflected on their behaviour and reinforced the expectations of their behaviour, they can plan their future behaviour in similar circumstances, visualising all of this in a social environment.

ABSCONDING

The School has a procedure for staff to follow if a child leaves the premises (See Appendix 3) Absconding Procedure)

FIXED TERM AND PERMANENT EXCLUSION

Under exceptional circumstances, the Headteacher may issue a fixed term or permanent exclusion.

If the Headteacher excludes a child, they will inform the parents, giving reasons for the exclusion. Parents will be informed that they can appeal against the decision to the governing body. The Headteacher will follow DfE guidelines and would inform the LA and the governing body.

Exclusion would only be considered when all other reasonable strategies available to the school have been considered and found to be inappropriate or ineffective e.g.:-

- If the continued presence of the child was considered to be unsafe, either for the child or for others.
- Exclusion was necessary to deal with a crisis or emergency.

SUPPORT FOR CHILDREN WITH PERSISTENT BEHAVIOUR DIFFICULTIES

We recognise that some children will display more challenging or persistent behaviours and do not respond to strategies which are effective for most of the class. Our approach responsive to different children's contexts and includes management of behaviour as well as support for improvement. In such instances, strategies may include:

- Specific programmes of work to address emotional/behavioural development
- Involvement of outside agencies for supportive measures for the child/family and advice for staff
- Implementation of advice and strategies from outside agencies
- Behaviour risk assessments to identify triggers and pre planned responses to anticipated behaviours
- Individual Behaviour Plans (IBPs)
- Individual rewards and incentives matched to clear targets and monitoring of these.

As part of our inclusive ethos, our Christian Values and through the curriculum, we raise awareness that everyone is different and that different responses may be necessary for different children within the same core framework of our expectations and code of behaviour. This is important so that other children do not perceive these individual systems to be unfairly rewarding unacceptable behaviour. This mirrors our approach to inclusion and differentiation of work and working periods for children with specific learning needs.

PARENTS AND OTHER AGENCIES

We wish to work in partnership with parents to help children with behavioural/emotional difficulties. We are prepared to listen and be flexible in our response to individual needs.

- Parents will be contacted when behaviours are causing a concern and when individual target/monitoring sheets are put in place (See also Inclusion Policy)
- It is important for children and parents that parent contact is positive, not just negative and that parents are contacted regarding improved behaviours as well as about concerns.
- The SLT will support staff with exploring specific strategies and with devising and implementing appropriate personalised reward and sanction systems where children need additional support due to their specific needs.
- For children who continue to display disruptive behaviour and for whom other school systems do not appear to be effective, outside agencies such as Educational Psychology Service (EP), CAHMS (Child and Adolescent Mental Health Service), TYS (Targeted Youth Support), will be involved for support, advice and where necessary, assessment. (See appendix
- Ultimately, if a child continues seriously to violate the rights of others or shows no sign of wanting to/being able to change despite differentiated or additional support and provision, other sanctions such as exclusion will be considered.

TRANSITION

As part of any transition to a new teacher/class, staff meet to discuss individual children, including information about likely triggers, effective de-escalation strategies and systems which particularly engage and support individuals.

When children move between schools, relevant records are transferred alongside discussion with key staff in order to ensure consistency and a smooth transition.

STAFF DEVELOPMENT AND SUPPORT

It is the responsibility of all staff to develop and maintain good relationships, to implement our agreed expectations and 'preferred practices' for behaviour management, consistently and fairly.

APPENDIX 1





APPENDIX 2

CONSISTENT EXPECTATIONS OF BEHAVIOUR

What/when	Expectation
In class	
Teacher talk time	No talking whilst an adult/other child is talking Give eye contact when the teacher/adult is speaking Sitting facing the direction of the adult/child speaking without fidgeting (individual tolerance of this for some children with specific needs)
Water bottles	When everyone is listening, water bottles shouldn't be used Rule reminder that they are for refreshing/giving body and brain fluid Water bottles to be taken out at break times. Water bottle monitors to go first as the class go in so that bottles are available in class as children come in
Use of equipment/resources	All resources are ready and available. Spares should also be available in class. Everything goes back where it belongs. Equipment should be taken care of and returned in the condition it was found in.
Gaining attention	Cue the children that there will be a time when they need to finish. Give them lead in time. When you need whole class attention instantly, this can be done through a visual cue, clapping, hand up
Transition times	Quietly Safely Quickly
Movement around class and through school	Children stay in their seats unless they need to get something to support their learning e.g. maths challenge, pencil, dictionary etc Children are supervised at all times Children need to ask to leave class

What/when	Expectation
Around School	
Walking in the corridor Whole class	Single file Silent Keep to the left Southdale Hands
Meeting someone in the corridor	Give way to an adult and hold the door As a class, the first person in the line stays and holds the door for the rest of the class Meeting other children, step to one side, hold the door Say thank you if the door has been held for you
Assembly	Stop outside the classroom door-rule reminder that we go into assembly silently Same expectations for sitting and listening as expected in class
Going to another classroom	Knock, enter and wait until you have the teacher's attention, then say 'sorry to interrupt'

What/when	Expectation
Playground	
Equipment	Children will be encouraged to use equipment respectfully
Play fighting	Imaginative role play should not involve direct contact. Act out without touching each other physically
Lining up	At the bell, children stand silently. Year groups will be asked to line up Staff inside have a 3 minute warning when the bell is going Staff collect children from the playground Children line up in alphabetic order

APPENDIX 3

ABSCONDING PROCEDURE

1. Remind the child that they need to stay within school boundaries and that, if they continue to leave the premises, you will NOT chase them but will inform their parents and contact the police

2. If the child continues to leave the school grounds then staff should :
 - Monitor the child's whereabouts and alert senior management in school.
 - If the child puts themselves in danger, begins to damage property or leaves the immediate area then staff should inform parents of the situation.

