

Shaftesbury Primary School

Behaviour Policy

March 2024

1. Rationale

At Shaftesbury Primary School we aim to provide an environment in which our children are secure and confident, irrespective of race, gender and religion, with equal opportunities for all. The school behaviour policy is therefore designed to encourage all members of the school to work together in a collaborative way. We understand that only when behaviour is excellent can pupils' learning be maximised. It aims to promote a classroom climate where children are encouraged to learn and co-operate to the best of their ability. The policy aims to diminish low level incidents in and around the school by providing staff with clear strategies and routines that are built on positive praise for all and regular rewards for excellent learning behaviour. Alongside this, staff are clear on appropriate sanctions when necessary and the appropriateness of these.

2. Aims

- Ø To promote positive relationships between all members of the school community in order to encourage the learning of all children in the school.
- Ø To ensure that all members of the school community feel valued and respected.
- Ø To reward and encourage good behaviour in order to promote an ethos of kindness, respect and co-operation in the school.
- Ø To encourage children to take responsibility for their own behaviour.

3. Rights and responsibilities

At Shaftesbury Primary School we believe that all children have certain rights and responsibilities. Expectations of behaviour are clearly displayed in all classrooms (via our Trackit Lights software) and individual and whole class rewards are negotiated with the class teacher.

3.1 Rights

- Ø To feel safe and to be treated fairly.
- Ø To be able to learn in a calm and supportive environment.

Ø To be respected and listened to.

3.2 Responsibilities

Ø To treat other people and property with respect.

Ø To follow instructions from staff.

Ø To work to the best of their ability.

4. Rewards

Rewards for a good attitude to learning and positive behaviour are essential for reinforcing and promoting self-esteem. Children are praised and rewarded in a variety of ways depending on their age:

Ø Verbal praise is given to children for appropriate behaviour throughout the school.

Ø Children receive a range of stickers, lunch time tokens, pizza points, certificates and small prizes for consistently good work and behaviour.

Ø Each class has a reward system which works in accordance with Trackit Lights.

Ø Each class has the opportunity to showcase good work to the rest of the school and to parents in achievement assemblies.

Ø Staff ensure that parents receive positive feedback about their child's behaviour, e.g. through discussions in the playground or a phone call.

Ø All staff are involved in the positive praise ethos of the school including midday supervisors who use the green token reward system.

5. Recording, monitoring and evaluating behaviour

A consistent consequence hierarchy is followed throughout the school. This enables staff to respond appropriately and fairly to both positive behaviour but also any low-level disruption or severe disruption. The Trackit Lights software is used within the classroom to record all forms of behaviour. Green points are awarded for positive behaviour to either individual or selected children to recognise their efforts. When a child is placed on orange they may have caused low - level disruption in the classroom or playground. They are then encouraged to present positive behaviours to remove themselves from orange and work back towards green. If a child is placed on red, the Behaviour Lead will be notified via email and then investigate the incident/s by liaising with: the classroom teacher, the children and the parents to resolve the issue and consider a form of restorative justice. Where applicable, the incident is logged in one of our behaviour journals for: Racial Discrimination, Sexual Harassment, Bullying, Behaviour (peer on peer abuse), Online safety or Homophobia. Pertinent incidents will be discussed in the Senior Leadership Team (SLT) and subsequent monitoring will take place in the classroom and/or playground.

6. Working collaboratively and pastoral support

Shaftesbury continues to use parent mail (Marvellous Me) to send out safeguarding/behavioural information for parents and carers. The school also signposts families to access free services for safeguarding and mental health that are free in the borough. Liaising closely with Shahina Hussain (Safeguarding Lead), ensures that behaviour and safeguarding work closely at Shaftesbury to understand external factors that might inhibit our children's progress. From a pastoral perspective, Razia Patel (Family Liaison Officer) continues to work with children to help identify underlying behavioural concerns through our emotional literacy initiative. The Behaviour Lead can then action any of these emerging needs to help teachers further understand the children they teach. In addition to this, Nurjha Patel (pastoral and induction team) leads intervention groups for children with behavioural needs across the week. On a half-termly basis, the children's progress is monitored and assessed alongside the Behaviour Lead. When concerned about a child's behaviour, teachers email the Learning Mentor with a brief description that outlines the type of support that is required.

7. Playground behaviour

For inappropriate behaviour taking place at breaktime or lunchtime, children will be referred to the member of SLT who is on duty at the time and they will take the necessary action (this might include referring the incident to the Behaviour Lead). In some cases, classroom teachers will be directed to remind children of the Shaftesbury 5Cs and discuss elements of the PSHE curriculum with their children. Midday supervisors and staff - on duty at break or lunch - will implement a positive behaviour system inside the lunch hall and playground which involves green tokens being awarded for a range of good behaviour. This links directly to our Trackit Lights system where green tokens can be converted into points back in the classroom.

8. SEND (Special Educational Needs and Disabilities)

For children who are identified as having behaviour related to a SEND diagnosis the school are committed to providing the correct level of support within the classroom and outside during playtime/lunchtime. Pupils who are struggling with behaviour will be assessed by the Special Educational Needs and Disabilities Coordinator (SENDSCO) and Behaviour Lead and if necessary will be allocated a behaviour support plan or referred to an outside agency.

9. Review of policy

The purpose of monitoring and evaluation is to raise the quality of behaviour in the school and in turn to raise standards of teaching and learning.

The Behaviour Lead, Deputy Head teachers and Head teacher will monitor the behaviour incident records as part of a whole school self-evaluation.