



SHARLSTON

COMMUNITY SCHOOL

Behaviour Policy

At Sharlston Community School we have high expectations of good behaviour in the school. We believe all children are entitled to learn in a caring and safe environment where they are treated fairly and equally.

We want our children to develop as confident individuals with a positive self-image and an understanding of their role and responsibilities within the school, local community and wider world.

This policy clearly outlines how Sharlston Community School creates a learning environment conducive to good behaviour and how our school rewards, celebrates and teaches positive behaviour.

The policy also outlines the processes, rules and sanctions we use to deal with poor conduct.

We believe that the management of behaviour is a collective responsibility. **All adults and children involved in any way in the life of the school have a duty to abide by the school's policy.**

Introduction

At Charlston Community School we aim to provide clearly stated expectations of what constitutes acceptable behaviour combined with effective strategies for managing behaviour. We know that to be effective these expectations must be consistently followed by all members of staff and visitors to the school.

We understand that every adult in the school must act as a good role model in their own behaviour and actions. We also understand that the best way to deal with poor behaviour is to establish a positive ethos where pupils are valued for being good.

Proactively dealing with behaviour issues before they occur e.g. by planning high quality, motivating lessons, by consistent use of praise around the school and by establishing a high quality learning environment ensures that incidences of poor conduct are minimised.

Creating a Positive Learning Environment

The physical environment

We know that the physical environment plays a vital part in setting high expectations and ensuring pupils from all social, cultural and religious backgrounds feel valued. This includes:

- school/classrooms being kept tidy and free from clutter
- exemplar work from around the school in central corridors
- resources being labelled and organised in a way that is practical and accessible
- discussing Golden Rules during the first week of the academic year and displaying them throughout the year in the main hall
- ensuring good quality displays of pupils work across all ability ranges and resources that act as a support for learning
- careful consideration for pupil groupings is given and also to where individuals sit and who they sit next to
- furniture being arranged to allow for maximum learning to take place and enough space is made available for pupils to move around the classroom comfortably and access resources
- teaching resources of good quality, adequate in quantity, visually stimulating and text is large enough for pupils to read from a distance
- adults role-modelling good organisation e.g. resource management, how exercise books are given out to avoid disruption etc

Ethos and Atmosphere

Sharlston Community School is a happy, friendly school and we encourage the children to be thoughtful and polite in their interactions with each other, both in school, on outings and also on their journey to and from school.

The way that adults speak to pupils (and about pupils), and the way that adults allow pupils to speak to each other, directly impacts on the self-esteem, confidence and motivation that a pupil has, which in turn impacts on the pupils behaviour. Therefore at Sharlston Community School we strive to ensure that:

- all staff have high expectations of pupil behaviour and pupils' ability to make progress
- teachers deliver lessons in a confident, enthusiastic and fun way
- teachers constantly and consistently praise the whole class and each pupil in the class
- teachers and other adults use positive language when talking about pupils learning and behaviour, both in front of and away from pupils
- all adults act as good role models for pupils including the way that they speak, dress, behave, etc.
- any negative comments only refer to the behaviour that the pupil has displayed and not about the pupil personally
- pupils are constantly informed about how successfully they are achieving the learning intention within lessons and given support and guidance where appropriate
- teachers do not use particular subjects or activities as a sanction, as this undervalues that subject/activity
- all pupils leave the class at the end of the day feeling good about what has been achieved, and secure about their place in the class
- adults never use sarcasm to embarrass a pupil and never publicly ridicule a pupil
- adults avoid shouting, except in extreme situations, (remembering the less we shout the more effective it is if we have to)
- in every possible situation, e.g. class, playground, assembly hall, ALL adults model the behaviour they expect from our pupils
- In every possible situation, e.g. class, playground, assembly hall, ALL adults praise pupils displaying the good behaviour expected at this school
- All staff promote a restorative approach to dealing with conflict, but are aware that this works best when pupils are ready and able to participate

Teaching positive behaviour choices

The best way to teach positive behaviour is through our own behaviour as role models and through praising pupils who display the expected behaviour.

Pupils learn about good behaviour through being taught about, and then applying, the three **School Rules**:

*At Charlston Community School we follow
three simple, clear and positive rules:*

Ready

Respectful

Safe

The three School Rules are displayed in the main hall. These rules were devised with input from the wider school community and are regularly discussed and referred to.

The Jigsaw PSHE scheme of work is followed to ensure a consistent whole school approach to Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development.

In Jigsaw lessons, pupils are explicitly taught how to become good citizens. They also learn how to empathise with others, manage their emotions, problem solve, deal with conflict and manage anger. In Circle Time sessions, teachers support pupils to raise self-esteem, boost confidence, deal with friendship issues, and issues such as bullying and racism. Lessons also enable pupils to acquire good oracy skills, again useful when avoiding conflict.

School assemblies are used to explicitly teach values and further enhance and sustain a sense of community and a positive ethos.

Throughout the whole curriculum, pupils are taught to collaborate, listen and respect each others' opinions.

Colour Chart Behaviour System

At Charlston Community School we strongly believe that children should be encouraged to behave well and work hard so they can reach their full potential. Our visual Colour Chart Behaviour system incorporates both rewards and sanctions to support this. Every classroom and shared area has a Colour Chart.



All children start the day on the Green; Ready to Learn . Our motto in school is that 'It's Good to be Green' therefore it is expected that children will follow the school rules (Golden Rules), be ready to learn at all times and therefore remain on Green. Children may then make choices which result in them moving up (exceptionally good learning behaviours) or down (poor behaviour) the Colour Chart.

Moving up or down the Colour Chart has rewards or consequences which the children are fully aware of.

Rewarding and celebrating good behaviour

The school praises pupils for good learning, attitudes and behaviour at every opportunity. We also reward pupils with stickers, certificates and badges etc. Ideally, we want pupils to recognise that the real rewards come from the praise they get from both staff and parents, which gives them confidence and makes them feel proud of themselves. The feeling they get from their own achievements and the positive way that they are valued by the people around them, has long term effects that in turn affect the way that they relate to others. At the same time, staff strive to ensure that the giving of rewards is balanced, fair and equitable (e.g. we do not 'over reward' disruptive pupils). We also recognize that rewards are sometimes necessary and appropriate to encourage children to make good behaviour choices.

Smileys

Our main reward system is based on 'Smileys'. These are small cards with smiley faces that are handed out at any time, by any member of staff, to children who are showing positive behaviour. Children then swap the smiley cards for stickers to fill their individual sticker charts. Once a child has completed two full sticker charts they are awarded a bronze certificate in assembly and presented with a bronze star badge to wear. They are then working towards their Silver badge.

- Bronze star badge and certificate* - 2 full sticker charts
- Silver star badge and certificate* - 3 more full sticker charts
- Gold star badge and certificate* - 4 more full sticker charts
- Platinum star badge and certificate* - 5 more full sticker charts



Shining at Charlston

Each week, one child in every class will be nominated as the "Shining At Charlston Star" by their class teacher. The child that will be selected will be a child who is thoughtful, caring, kind, helpful, hardworking, demonstrates the school's 4Rs Learning Skills and who reflects the Golden Rules that we endorse in school so strongly. We wanted to find a way to reward those pupils who always work hard at making the right choices and who think of others. The nominated children will be recorded in the Shining At Charlston Book, their classteachers will praise them in assembly and their parents are invited in to share the celebration.

Whole Class Rewards

Team work is important and when the class works together to have a fantastic day, showing really positive attitudes, completing all work or putting in 100% effort they get to work towards earning a class reward which has been chosen by all children.

When the class has been fantastic as a team the teacher chooses a child to 'pick a card' from a jar. These cards have a number between 1 and 100 on. The child gets to colour in the matching number on the Class 100 Square Reward. When the class has coloured a whole line or column on the 100 square then they receive their reward and the process starts again.

Positive Rewards

The following positive rewards are also used regularly at school to encourage children to stay 'Green':

- verbal or written praise/congratulations, explaining why they are being praised
- non-verbal rewards for encouragement such as a thumbs up sign or a smile
- sending pupils with good work to other classes, key stage leaders or head/deputy
- special stickers/wristbands awarded by the headteacher or deputy to pupils either for their consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
- displaying best work around the school
- stickers for jumpers and books for instant reward
- providing pupils with the opportunity to share their best work with the school as part of key stage assemblies
- awarding pupils with medals/certificates from interests outside of school during key stage assemblies
- happy postcards home to parents from staff
- informally speaking to parents at the end of the day to praise their child and share good news (or through a telephone call or letter)
- publishing pupils work or their successes in the school newsletter
- termly postcards home from the headteacher for pupils who have made significant effort or progress in their learning, attitude or behaviour
- 'Good to be Green' certificates and badges each academic year
- invitation to HT Tea party

Exceptionally good behaviour

Throughout the course of the school day, during learning time, children have the opportunity to move up the Colour Chart from GREEN by showing consistent, exceptional, positive learning behaviour. If exceptional learning behaviour is displayed the child will be moved onto REACH FOR THE STARS. This is regardless of ability and any child could move up the chart. In really exceptional cases of fantastic and consistent learning behaviour throughout a day, a child may then be moved onto the OUT OF THIS WORLD.

At the end of the day the class teacher records where the children in the class are on the Colour Chart. If children have sustained their positions on the REACH FOR THE STARS they will be issued with a postcard home and three smileys as a reward.

If a child has remained on OUT OF THIS WORLD the teacher will contact their parents/carers to share the news, the child will receive five smileys and, in order to acknowledge this high achievement, all children who are OUT OF THIS WORLD will have the opportunity to join the headteacher for a celebration tea party each week

Behaviour Management Steps and Sanctions

Alongside positive reinforcement for appropriate behaviour, all teachers use the Colour Chart System to help manage classroom behaviour. This is a whole school approach to general classroom behaviour management and backed up by clear and consistent explanations about why certain behaviour is inappropriate and the impact.

Should a child display unwanted behaviours, a positive reminder prompt and perhaps other low key responses from the classteacher will hopefully encourage the child to think about the impact of the choices they are making and change their behaviour.

After the reminders, should the child ignore the adult and repeat the unwanted behaviour, the child's name moves down the Colour Chart to Amber, which gives a clear visual consequence. There are agreed whole school sanctions (see below) for when a child moves down the Colour Chart system. If a child reaches amber they will be spoken to by the class staff in a positive manner and encouraged to make better choices. At this point they can improve their behaviour and move back up to green. However if they are moved to red, they can only move back up to amber as a result of consistently good behaviour through the day. Consequences of moving to amber and red are made clear to the children. If they choose to move to red then the classteacher will decide on the sanction to be put in place. In most situations the child will go to the 'Detention Zone' and will spend their playtime completing any work that requires completing or re- doing and reflecting on the choices that they have made as well as the impact it has had on others and how they could have ensured the behaviour was better. If appropriate, the child will also complete a reflection form, which highlights what happened, the impact and what the child would do differently next time.

A 'Catch Up Zone' is in place at playtimes for teachers to send any pupils who have not completed the expected amount of work in the allocated time, or as a choice for any pupils who wish to finish off work or complete homework in their own time.

Certain harmful or abusive behaviour goes immediately beyond red and is dealt with by DHT or HT immediately. The Headteacher and deputy have the authority to put in place a fixed term exclusion which may be used as a last resort where a child's behaviour has become so difficult that the health and safety of the child and others in the school is in jeopardy or their learning is being adversely affected. (See Exclusion Policy). A permanent exclusion may be used as the final sanction.

Positive handling of pupils

If a child behaves in such a way as to endanger the safety of itself or others, or if a child refuses to co-operate, a degree of physical intervention may become necessary as the safety and well-being of all pupils and staff is of paramount importance. In this case we will follow the procedures set out in the Positive Handling Policy. Records are kept of ALL incidents requiring handling, the use of reasonable force, and searching with or without consent. Parents would be informed of these instances by the Headteacher or deputy.

To support staff in setting the appropriate expectations and to ensure consistency across the school, the following steps are taken to address any negative behaviour:

| Level | Action | Consequences |
|----------|---|--|
| Warnings | <p>Low level disruption</p> <p><i>e.g. These will be mildly disruptive behaviours; talking / out of seat/ noises / pushing in the line etc</i></p> <p>ACTION Minimal low key response managed by the Classteacher:</p> <ul style="list-style-type: none"> --- praise of other children --- eye contact (stern stare, raised eye brow) --- assertive body language (crossed arms, frowns etc) --- name/pause technique --- being close and whispering a firm reminder --- gentle touch on shoulder/pat on back --- reminder of Golden Rules and what they should be doing --- a quiet word in or outside of the classroom --- direct to seat --- quiet unobtrusive 'What should you be doing?' or 'Are you okay?' --- not allowing them to sit with friends --- have a lining up order for assemblies/playtimes | <p>Children will stay green at this point if they respond to the reminder, take responsibility to improve and demonstrate positive behaviour</p> |
| Amber | <p>Beginning to challenge</p> <p><i>e.g. Continued low level disruption, not completing a reasonable amount of work in a set time, talking instead of working, poor behaviour/ deliberate disruption e.g. trying to distract other pupils from their work</i></p> <p>ACTION: Response managed by classteacher:</p> <ul style="list-style-type: none"> --- seat somewhere separate from class group --- set a time limit for improved behaviour --- reminder of expected behaviour --- encourage a return to green --- move to end of row if in assembly, large class group --- sit in 'Time out' chair in the classroom until they are ready to learn --- take/send or get a sensible child to take to another class 10 mins 'Time out' with their work (if already timed out in class) --- child to apologise --- informal conversation with parent/carer --- record in class behaviour log and also child's Purple Folder | <p>Child completes any work in Catch Up Zone at playtime and completes reflection sheet if necessary.</p> <p>Child has an Amber recorded against their name.</p> |

| | | |
|-----------------------|---|---|
| <p>Red</p> | <p>Serious</p> <p><i>e.g. Regular/constant amber behaviour despite reminders, rudeness to an adult, refusal, hurting others verbally, hurting others physically, swearing, damage to property, inappropriate behaviour, stealing, lying</i></p> <p>ACTION: Response managed by Key Stage Leader /classteacher:</p> <ul style="list-style-type: none"> --- send child to Key Stage Leaders classroom for 'Time out' with their work ----miss playtime in Detention Zone -- escorted to (or send for) Key Stage Leader, DHT or HT(s) in that order -- possible internal exclusion (to be decided by HT) -- possible withdrawal from after school clubs -- letter of apology -- Pastoral Mentor Support Programme --letter home and meeting with parents (DHT/Classteacher) -- Behaviour Chart if more than one red per half term -- record in class behaviour log and also child's Purple Folder | <p>Child misses playtime(s) and joins Detention Zone to complete work and a reflection sheet.</p> <p>The class teacher informs parents/carers of the red incident. This must be signed and returned to school. Child has a Red recorded against their name.</p> |
| <p>Extreme</p> | <p>Extremely Serious Behaviour</p> <p>Children showing regular red/amber behaviour are in this category</p> <p><i>e.g. persistent bullying, racist comments, homophobic comments, leaving class without permission, behaviour creating a health and safety risk, running out of school, fighting and intentional physical harm to other children, verbal abuse to any staff, physical abuse to staff, serious theft</i></p> <p>ACTION: Taken to DHT/HT immediately</p> <ul style="list-style-type: none"> --- Meeting with parents - formally recorded --- Internal exclusion at very least --- lunchtime/playtime exclusion --- possible fixed term exclusion --- possible withdrawal from next trip/event --- Pastoral Mentor Support Programme -- record in class behaviour log and also child's Purple Folder --- involvement of other agencies (SENCo, CAMHS, SEMH Behaviour Support team) with action plans where relevant (PHP/IBP) | <p>Child will be internally excluded from class for a fixed period. Parents will be notified immediately.</p> <p>Such incidents will be recorded on the school behaviour system and monitored there after, with the ultimate sanction being fixed term or permanent exclusion.</p> |

The Role of Parents

The school strives to work in partnership with parents, so children receive consistent messages about how to behave at home and at school. We endeavour to build a supportive dialogue between the home and the school, informing them of their child's successes regularly, as well as informing them immediately if we have any concerns about their child's welfare or behaviour. Where pupils require support, staff will endeavour to share and discuss strategies so that parents can better support at home.

Parents are expected to:

- Support their child in adhering to the school rules and the expectations of good behaviour
- Ensure that their child fully understands the school rules and the consequences of not adhering to them
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly

If a parent has any concerns over the way in which the school has treated their child, they should initially contact the classteacher. If the concern remains, they should then contact their child's Key Stage Leader, then if necessary the deputy or headteacher. If the concern lies with the headteacher, parents should contact the chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

A Restorative Approach

At Charlston Community School, we have high expectations of our pupils. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school rules. For occasions when this is proving not to be the case, we use restorative approaches to help pupils understand the impact of their actions and how to put it right. We believe that by using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop empathy, respect, responsibility and truth telling.

If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again. In school, if there are any issues or conflict between children or even adults they are dealt with in a restorative way. The language used is very fair, calm and respectful.

About Restorative Language:

When our pupils find themselves in conflict or upset we will ask them:

What happened?

What were you thinking when it happened? What needs to happen to put this right?

What would you do differently next time?

We might also say to our pupils:

What would you think if this happened to you? How can we put this right?

What could you do differently next time? What other choice could you have made?

How could you make sure this doesn't happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Most situations can be dealt fairly and promptly by using the above questions and both children and staff refer to the school behaviour chart as detailed above for consequences.

Sharlston Community School Behaviour Policy 2017

Developed by all members of school community

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Governing Body Agreement September 2017