



## **Behaviour Policy**

Date	Review Date	Lead	Governor
September 2021	September 2022	J Dunderdale	L Harrison

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 behaviours that disrupt learning, break our rules, or cause physical/emotional harm.**

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.

*At Sharlston Community School everyone follows three simple, clear and positive rules:*

**Ready**  
**Respectful**  
**Safe**

## **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**

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 the Three School Rules (Ready Respectful Safe) and Class Charter (in line with the Jigsaw programme) during the first week of the academic year, then on a regular basis and displaying them throughout the year
- 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 techniques and resource management (eg showing how exercise books are to be given out) avoids disruption and lost learning time

## **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, ALL adults model the behaviour they expect from our pupils
- In every possible situation, e.g. class, playground, 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**:

### **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 other's opinions. The Four Learn to Learn skills to develop metacognition (Resilience, Relationships, Reflectiveness and Resourcefulness) are explicitly taught and efforts towards using them are acknowledged and rewarded

## 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 three school rules, and 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/ behaviour ) or down (poor behaviour choices) 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 verbally praises pupils for good learning, attitudes and behaviour at every opportunity. We also reward pupils with **class Dojo points/smiley cards**. 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.

### **Dojo points**

Our main reward system is based on 'Dojo points'. These are points awarded electronically on a Class Dojo App, where the reason for the reward is recorded. Dojo points can also be handed out as smiley cards by staff members, with one smiley being traded for a Dojo point on the system. Once a child has received 40 Dojos, 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 – 40 Dojos total*  
*Silver star badge and certificate – 100 Dojos total*  
*Gold star badge and certificate – 180 Dojos total*  
*Platinum star badge and certificate – 280 Dojos total*



Parents can access the Class Dojo app to see rewards received by their own child. School will inform parents of the code they require for access to the app.

### **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 numbered card from a jar. These cards have a number between 1 and 100 on. The matching number is coloured in on the Class 100 Square Reward. When the class has coloured a whole line or column on the 100 squares 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 good work to head/deputy
- displaying best work around the school
- 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 (through a telephone call or email)
- 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 behavior (via Email)
- Headteacher Prizes

### **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 (via email)** and **three Dojos** 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 Dojos** and, in order to acknowledge this high achievement, all children who are OUT OF THIS WORLD will **receive a prize from the headteacher**.

## **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 class teacher will hopefully encourage the child to think about the impact of the choices they are making and change their behaviour. They refer to Ready Respectful Safe rules.

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 age appropriate 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 it is the expectation that they do so to 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 choices through the rest of the day.

Consequences of moving to **AMBER** and **RED** are made clear to the children. If they choose to move to **RED** then the class teacher will decide on the sanction to be put in place. In most situations the child will spend their playtimes in Consequence Corner 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 how The Ready Respectful Safe rules were not kept to, the impact and what the child would do differently next time.

Certain harmful or abusive behaviour goes immediately beyond **RED** and is dealt with by the Pastoral Manager, DHT or HT immediately. The Headteacher and deputy have the authority to put in place an internal or a fixed term exclusion. The latter 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**

Staff are trained in positive handling techniques, which may be used as a last resort to keep a child, or others, safe from harm. A range of de-escalation techniques would be used before physical handling of pupils by staff, except in cases requiring urgent intervention. (See Positive Handling Policy)

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><b>Low level disruption - not being Ready Respectful Safe</b>  <i>e.g. These will be mildly disruptive behaviours; talking / out of seat/ noises / pushing in the line etc.</i></p> <p><b>ACTION</b> Minimal low-key response managed by the Class teacher:</p> <ul style="list-style-type: none"> <li>--- praise of other children</li> <li>--- eye contact (stern stare, raised eye brow)</li> <li>--- assertive body language (crossed arms, frowns etc.)</li> <li>--- name/pause technique</li> <li>--- reminder of Ready Respectful Safe and of what they should be doing</li> <li>--- a quiet word in or outside of the classroom and direct to seat</li> <li>--- quiet unobtrusive ‘What should you be doing?’ ‘Are you okay?’</li> </ul>	<p>Children will stay green at this point if they respond to the reminder, take responsibility to improve and then demonstrate positive behaviour</p>
<p><b>AMBER</b>  <b>Think About It</b></p>	<p><b>Beginning to challenge and not being Ready Respectful Safe</b>  <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><b>ACTION:</b> Response managed by class teacher:</p> <ul style="list-style-type: none"> <li>--- seat somewhere separate from class group</li> <li>--- set a time limit for improved behaviour</li> <li>--- reminder of expected behaviour</li> <li>--- encourage positive response and a return to green</li> <li>--- child to apologise and reflect on wrong choices</li> <li>--- informal conversation with parent/carer</li> <li>-- persistent amber behaviours without any conscious effort to improve results in move to <b>RED</b></li> </ul>	<p>Child encouraged to regulate own behaviour choices</p> <p>Child completes any work <b>in Classroom</b> at playtime and completes reflection sheet if necessary.</p>
<p><b>RED</b>  <b>Teacher’s Choice</b></p>	<p><b>Serious wrong choices to not be Ready Respectful Safe</b>  <i>e.g. Regular/constant amber behaviour despite reminders, rudeness to an adult, refusal to follow instructions, hurting others verbally, hurting others physically, swearing, damage to property, inappropriate behaviour, stealing, lying</i></p> <p><b>ACTION:</b> Response managed by Key Stage Leader /class teacher:</p> <ul style="list-style-type: none"> <li>--- miss playtime in Consequence Corner <b>Classroom</b></li> <li>-- <b>Red Letter 1</b> to parents</li> <li>-- Restorative Practice/ apology letters</li> <li>-- record incident on CPOMS</li> </ul>	<p>Child misses playtime(s) and to complete work and a reflection sheet.</p> <p>The class teacher informs parents of the red incident <b>via Red Letter (letter added to class folder)</b></p> <p>Child has a Red recorded on CPOMS</p>

<p><b>RED</b> <b>Teacher's Choice</b></p> <p><b>Happening several times in a week</b></p>	<p><b>Extremely serious choices to not be Ready Respectful Safe</b> <i>e.g. Regular/constant red behaviour despite reminders, rudeness to an adult, refusal to follow instructions, hurting others verbally, hurting others physically, swearing, damage to property, inappropriate behaviour, stealing, lying</i></p> <p><b>ACTION:</b> Response managed by Key Stage Leader/Pastoral Manager</p> <ul style="list-style-type: none"> <li>-- <b>Red Letter 2</b> to parents and meeting requested to discuss the need for a Behaviour Chart</li> <li>-- <b>Behaviour Chart</b> started with Pastoral Manager Support</li> <li>-- record incidents on CPOMs</li> <li>..... miss playtime in Consequence Corner <b>with SLT</b> Restorative Approach</li> </ul>	<p>Child on a Behaviour Chart misses playtime(s) to complete work and a reflection sheet with SLT .</p> <p>The class teacher informs parents of any further red incidents <b>via phone</b></p> <p>Child's Behaviour Chart scanned weekly on CPOMs/kept in Class Folder</p>
<p><b>RED</b> <b>Extreme</b></p>	<p><b>Extremely Serious Behaviour</b></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 and emotional harm to other children, verbal abuse to any staff, physical abuse to staff, serious theft</i></p> <p><b>ACTION:</b></p> <ul style="list-style-type: none"> <li>-- DHT/HT informed immediately</li> <li>--- Urgent meeting with parents</li> <li>--- Internal exclusion in silence at very least</li> <li>--- Lunchtime/playtime exclusions with SLT Restorative Approach</li> <li>-- Possible fixed term exclusions</li> <li>..... Possible withdrawal from next trip/event</li> <li>--- <b>Behaviour Chart</b> started with Pastoral Manager Support</li> <li>-- record incidents on CPOMs</li> <li>--- involvement of other agencies with Plans if required</li> </ul>	<p>Child will be internally excluded from class for a fixed period. Parents will be notified immediately.</p> <p><b>Such incidents will be recorded on the CPOMs and monitored, with the ultimate sanction being fixed term or permanent exclusion.</b></p>

### 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 with fairly and promptly by using the above questions and both children and staff refer to the school behaviour chart, as detailed above, for consequences.

## **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 three rules 'Ready Respectful Safe' and have high expectations of their behaviour in school
- Celebrate when their child receives any Dojo points, to reinforce positive messages
- Ensure that their child fully understands the consequences of not adhering to the school rules
- Remind their child that Amber and Red behaviours are not acceptable, and supporting school when consequences are put in place
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour, so we can work as a team to support a child's needs
- 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 class teacher. 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.