



Sharps Copse Primary School
Prospect Lane
HAVANT
Hants
PO9 5PE

Behaviour for Learning Policy 2019 – 2021

Date:	23 rd May 2019
Review Date:	February 2021
Responsibility:	Headteacher
Statutory, recommended or additional:	Statutory
Checked against Equalities Policy:	Yes
Linked Documents: Behaviour Statement, Special Educational Needs, Exclusions, Positive Handling (restraint), Child Protection, Safeguarding, Home/School Agreement, Equal Opportunities/Race Equality	

Chair of Governors: Mrs J. Towers	Date: 23 rd May 2019
Headteacher: Mr M. Elsen	Date: 23 rd May 2019

1. VISION

Our policy has been written after consultation with all our stakeholders but specifically with our children.

At Sharps Copse Primary School we strive to:

Inspire outstanding learning and growth in all children through our school values of

- **S** = Standard
- **H** = Honesty
- **A** = Attitude
- **R** = Resilience and
- **P** = Pride

and develop individual aspiration for the future.

Great emphasis is placed on positive reinforcement of behaviour through praise. We believe in 'catching children getting it right'. Children's' confidence and self-esteem are developed through encouragement, incentives and rewards, verbal, written and practical.

2. REFERENCES

None

3. AIMS OF POLICY

Our approach to behaviour management is based around our values and the following principles' We aim to:

- Develop a moral framework within which initiative, responsibility and sound relationships can flourish
- Enable children to develop a sense of self-worth and a respect and tolerance for others
- Promote an environment in which children feel safe, secure and respected
- Enable all our stakeholders to share common expectations of each other.

4. CONTENT

Objectives

We encourage our children to show:

- Self confidence
- A passion for learning
- Empathy with others' feelings
- Self-control, respect and tolerance for others pride in their achievements

We wish for them to develop:

- Responsibility for life-long learning and the world they live in
- An independence of mind and self esteem
- A sense of fairness
- An understanding of the need for rules
- A respect and tolerance for others' ways of life and different opinions
- The ability to accept fair criticism
- Non-racist and non-sexist attitudes
- Resilience

5. IMPLEMENTATION**Our staff will:**

- Always do everything possible to make it easy for children to make 'the right choice'
- Treat all children fairly and adapt systems to support all children the best way we can
- Play an active part in building a reflective and outward looking school community
- Have a responsibility to model the type of behaviour felt to be acceptable
- Be alert to signs of bullying and racial harassment and deal firmly with such problems, in line with school policies
- Record and manage any incident of racial harassment and alert the Headteacher and other staff
- Deal sensitively with children in distress, listening to them and dealing with any incident appropriately using our problem solving approach
- Support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties
- Work alongside colleagues to develop specific plans and communicate these with relevant people

Children:

- Should treat others as they would like be treated ie, fairly and with tolerance and respect for other's views and rights
- Should accept responsibility for their own choices and actions
- Will have their achievements recognised
- Will have assemblies as an opportunity to acknowledge achievements and to foster a sense of community
- Will display their work and achievements in classrooms and around the school

6. REWARDING GOOD BEHAVIOUR FOR LEARNING

Children will receive:

- Praise from staff
- Move up the zone board/receive dojo point
- Receive a 'sharp shark'
- Postcards home recognising following our values
- Positive phone calls home/messages to parents and carers
- Individual class rewards are also used
- Opportunities to showcase good work to the Headteacher, Deputy Headteacher and Assistant Headteacher
- Certificates of achievement in Celebration Assemblies

7. UNACCEPTABLE BEHAVIOUR

This includes:

- Non-compliance to a reasonable instruction
- Foul language and swearing
- Making unkind remarks
- Damaging property
- Biting, spitting, hitting and kicking
- Answering back, rudeness or aggression to adults
- Stealing
- Racist comments
- Bullying
- Disturbing the learning of others

8. CONSEQUENCES

In the classroom:

- Give clear and concise instructions
- Remind the children of school expectations
- Provide opportunity for child to 'have space' eg, 10 minutes maximum in thinking space
- Request person on Duty to remove the child to another class with a learning pack
- Teacher to inform parents or carers as appropriate
- Use 'own time' to complete work eg, playtime
- Loss of privileges

In the playground (social time) or out on an activity

- Remind the children of school expectations
- Give clear and concise instructions

- Provide opportunity for child to 'have space' eg, 10 minutes maximum in thinking space/ request support from person on duty
- Inform teacher/teacher to inform parent or carer if necessary
- Loss of a period of future social time

If the above consequences do not lead to a modification of behaviour, the following may be considered:

- Exclusion from a favoured activity – this should be immediate and should only be used occasionally. It has to be considered whether it is educationally sound to deprive children of particular lessons; **children cannot learn to behave in lessons if they are removed from them**
- A verbal reprimand from a senior member of staff
- A requirement for a written apology
- A letter/telephone call to a parent or carer from the class teacher or supporting adult
- Parents requested to come in to school to support their child
- An after school detention (if supported by parents or carers)
- A meeting with parents or carers and senior leader
- Other consequences following discussion between parents or carers, class teacher and Headteacher
- Exclusion from school (LA guidelines to be followed).

9. POSITIVE HANDLING (restraint)

On occasion it may be necessary to use positive handling (restraint) with children for their own safety, the safety of others and the prevention of damage to property. This will be used as a last resort for a member of school staff. There is a separate policy for positive handling.

10. RACIST REMARKS/ABUSE

This behaviour will not be tolerated; all incidences will be recorded and reported to the LA (in accordance with guidelines). Racist behaviours are offences under the criminal law and children who persistently fail to respond will be supported to improve behaviour and excluded if necessary.

11. ROLE OF PARENTS AND CARERS

Parents or carers have a vital role in promoting good behaviour in school and so effective home/school liaison is very important.

It is important that teachers can depend on full support in dealing with their child's behaviour. This is clearly outlined in the Home/School agreement which every parent, carer, child and Headteacher signs as part of the school entry induction process.

In general, we would expect that parents or carers attend a meeting of re-inclusion in order to discuss the issues arising from exclusion and to set strategies/expectations for the way forward.

We expect Parents or carers to:

- Keep us informed of behaviour difficulties children may be experiencing at home
- Inform us of any issue which may affect their child's performance or behaviour at school eg, problems with medication, a death in the family, changes of family circumstances
- Inform us about their child's ill health and any absences connected with it

12. TO SUPPORT PARENTS OR CARERS, THE SCHOOL WILL ENDEAVOUR TO ACHIEVE GOOD HOME/SCHOOL LIAISON BY:

- Including and informing parents and carers of a child's individual behaviour targets
- Promoting a welcoming environment within the school
- Giving parents or carers regular constructive and positive comments on their child's work and behaviour
- Communicating regular information about school events, achievements and issues of concern
- Encouraging parents or carers to come into school on occasions other than parents' evenings
- Keeping parents or carers informed of school activities by letter, newsletter etc,
- Involving parents or carers at an early stage in any disciplinary issues

13. CARE OF SCHOOL PREMISES AND SITE

Everyone in the school is responsible for the care of the school premises. Children and staff are encouraged to feel a sense of ownership for the school and its environment.

Staff will display children's' work to a high standard.

The building will be kept clean and tidy and the grounds kept free of litter.

14. OTHER AGENCIES

The school will liaise fully with such agencies as the Police, Youth Offending Team, Education Welfare, Social Services, Health Services and the Educational Psychology Service when appropriate.

15. REVIEW

Every 2 years or sooner if required.