



Silver Tree Primary School and Nursery

Behaviour, Attitudes and Reflection Policy

Date of Policy	September 2021
Review Date	September 2022 or as required by law/DfE
Chair of Governor's signature	A signed copy is available from the school office.
Head Teacher's signature	A signed copy is available from the school office.

To be read alongside our policies for Attendance, Online Safety, SEND, Exclusion Guidelines, Prevent guidelines, Anti Bullying Policies and Overview of Behaviour System.

Achieving good behaviour and attitudes in school

At Silver Tree Primary School and Nursery, we believe that every child in our school matters and that they have the basic entitlement to be safe and happy at school. We also believe that every child has the right to learn and achieve their full potential in a well-run, organised school, with good behaviour in every classroom and where pupils have secure knowledge of how to keep themselves safe and healthy outside of school.

Introduction

We expect high standards of behaviour from our children- both in class and at break and lunch times, as well as during extra-curricular activities and visits. We expect pupils to be polite to visitors, staff, parents and other children.

The school is a community which is based upon mutual respect and consideration for others. Good behaviour and family values are positively encouraged. The school seeks to promote self-discipline and a proper regard for authority both inside and outside of school.

The values, standards and attitudes of the school community are made clear via example, discussion and reward/sanctions. Behaviour which is regarded as unacceptable will be tackled by staff when and wherever it occurs. All sanctions will be applied fairly.

- Good behaviour within school is essential if children are to feel safe
- Good behaviour and attitudes in school is essential if children are able to achieve to the maximum of their ability
- Children are encouraged to resolve their differences through negotiation and discussion with each other
- The policy is based on the principle of respect: for each other, adults, property, equipment and ourselves
- This policy should be read alongside those concerning Anti-bullying, Equality of Opportunity, Race Equality, Special Educational Needs and Attendance

Rationale

We believe that the ethos of the school is central to establishing and maintaining high standards of behaviour. The quality of relationships – both the professional relationships between teachers and the ways in which pupils and teachers treat each other – is of utmost importance. A calm, purposeful and productive atmosphere is necessary to promote good behaviour and ensure effective teaching and learning. Communication is very important and all pupils and staff need to know exactly what is expected of them.

To help pupils to maintain these rules adults in our school provide:

- A restorative behaviour positive approach
- Good classroom management, learning and teaching taking in to account the varying needs of individuals
- Regular teaching of PSHE and a shared experience
- Effective organisation of the school day and its facilities to take account of behaviour issues
- Pupils discussing and debating issues in a considered way, showing respect for others' ideas and points of view
- Pupils value their education and rarely miss a day at school. Those that do are supported to improve their attendance
- Embedded on going promotion and teaching of healthy practices and e-safety

Aims

It is our aim to promote a school community approach to behaviour regardless of gender, age, race, sexuality, nationality or ability. We aim to:

- Always use a restorative approach across the whole school day and by all adults

- Good standards of behaviour- politeness, listening, respect for all, helpfulness, supporting those in distress, take turns, respect for property, responsibility for own actions, walking around school.
- Create an atmosphere conducive to learning
- Promote the self-esteem and healthy attitudes of all pupils
- Encourage all pupils to reach their full potential
- Maintain the safety of pupils and staff
- Develop an atmosphere of courtesy and respect
- Ensure truthfulness, honesty, care and consideration and at the core
- Ensure a consistent approach by all staff
- Ensure that we have good communication with parents/carers
- Promote a non-acceptance of inappropriate behaviour- bullying, shouting out, vandalism, lack of respect, rudeness, swearing, cyber bullying, racist/homophobic language

Objectives:

Pupils should have the opportunity to:

- Be taught what behaviour is expected and what is unacceptable and be supported to address issues of behaviour through a restorative approach to behaviour management
- Be shown respect and have their opinions listened to, valued and taken account of
- Develop their self-worth through success and the carrying out of responsibilities
- Work in a caring and supportive atmosphere, where effective learning can take place
- Be treated consistently, fairly and equally by all adults
- Experience praise and reward for positive achievements and understand the consequences of inappropriate behaviour

Rewards and Consequences

Praise is an easy strategy to use and is the one most likely to influence the behaviour of children. However, for it to show the child that you value what they are doing it must be given meaningfully and focus on the effort applied. It also gives you the opportunity to influence by focussing on the positive and the desirable.

At Silver Tree Primary School and Nursery, we reward children through:

- The consistent use of Class Dojo throughout school. Children are rewarded 'Dojos' or 'Monster points' in celebration of their behaviour, effort, quality of work and general attitude and motivation towards school life. Children are given the opportunity to earn a prize when they earn a certain number of dojos.
- Ensuring an award system is personalised to each key stage. In Nursery, the children are rewarded a prize for every 10 dojo points they collect. The points are reset to zero when a prize has been collected. In our Reception, Year 1 and 2 classes, the awarding of prizes is decided in individual classes based on a set increments of dojos points. When the children reach 100, their points are reset. In Key Stage 2, the children are awarded prizes based on set increments decided by individual classes. These dojo points are cumulative across the year and will not be reset.
- Consistent
- All staff welcome the opportunity to praise individuals for pieces of good work if these are brought to their notice. Children can be sent for a Head Teacher Award for personal academic and/or social achievement
- Our 'Proud Wall' displays in classrooms provide opportunities for the children's work to be display for all to see and celebrate. The children select the work which is displayed and this is work which they are proud of. A copy of this work is also sent home to share with parents/carers

- Work is displayed in classrooms as a potential means of praise and encouragement. We should make every attempt to demonstrate our appreciation of our children's efforts
- Above all, praise and encouragement in lessons should be used as much as possible
- As a school, we come together every week in our Celebration Assembly. This assembly provides the opportunity for children to be presented with a Star of the Week award, chosen by their teachers or support staff as well as awards for Doodle and ttockstars. The achievements of the children are celebrated on our school Facebook page (where consent is obtained).
- Reward badges – when a child receives Star of the Week more than once, they begin to earn badges. *See Appendix 1 for more details*
- Telling parents/carers how well behaved and hardworking their children are and celebrate their achievements
- Termly reports
- Post achievements on social media
- Pupil of the Term awards – two children are chosen by class teachers to be awarded with a 'Pupil of the Term' award to celebrate their successes over the course of the term. A special assembly is takes place to celebrate this achievement
- One pupil in Year 6 is awarded 'Pupil of the Year' in recognition of their contributions, effort and overall attitude towards their school life. An award is also given to a child for their Maths and English work at the end of the year

Behaviour System

We operate a 'Cloud System' to support our behaviour and restorative approach throughout school.

Our Cloud System provides a clear guide for all adults when dealing with behaviour in the classroom and around school and allows behaviour to be tracked. The structure includes: rainbow, white cloud, rain cloud and thunder cloud. A child will start each day in the sunshine. Where a child is moved to the rainbow, they will receive 5 dojo points. Where a child receives a warning for their behaviour they will move to the outer sunshine. Where a child moves into white cloud, they will miss a break time or 15 minutes of their lunch time break and reflect on their behaviour. Where a child moves to rain cloud, they will miss their break time and their lunch break. If a child moves to rain cloud three times over the course of a term a text will be sent home. If a child is moved to rain cloud six times in the course of a term a parent/carer will be contacted to arrange a meeting in school. Where a child is moved to thunder cloud this will result in children missing both their break time and lunch break times and take part in a form of restorative justice until they are remorseful for their behaviour.

This system is used by all adults and we believe that it ensures behaviour is dealt with consistently at all times.

See Appendix 1 for our Cloud System

Using the right level of consequence:

In our school, applying consistent and fair consequences is informed by considering the following factors, the level (or severity) of the negative behaviour, the frequency (or context) in which it occurs and the child's ability to reflect on the behaviour through a restorative conversation (see Appendix 2).

Restorative Approaches

What is a restorative response?

Those affected are invited to share:

- What has happened
- What the impact has been on those involved: i.e., who has been affected and in what ways they have been affected

- What needs to happen to put things right or to make things better in the future. This framework is based on sound learning theory regarding how people relate to each other and how best to meet the different needs that can arise from conflict or harm.

To facilitate such a process requires the ability to:

- establish a respectful relationship with everyone
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue
- inspire a sense of safety and trust
- encourage people to express their thoughts, feelings and needs appropriately
- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours
- encourage those involved in the problem to find their own solutions

Staff Responsibilities

It must be emphasised that it is the primary responsibility of staff to promote good behaviour and deal with discipline themselves. This is best achieved by the manner in which teachers run their classrooms and research has highlighted some guiding principles in promoting effective behaviour management:

- Model and promote good behaviour and attitudes towards learning and relationships
- General praise, smile and reminders about rules
- Directed praise to those doing the correct thing/distracting
- Effective and consistent use of Class Dojo for rewards
- Working with parents/carers to promote the those of the school and support the behaviour of the children.
- Good classroom management
- Lessons which are well organised and delivered
- Lessons which maintain pupil interest
- A stimulating and positive classroom environment
- Enthusiasm and humour shown by the teacher
- Children's individual needs including those with Special Educational Needs
- Teachers' flexibility and understanding of the problems faced by individual children (e.g. family situation) or how other factors (e.g. weather) may affect their plans.

Sexual Harassment

Sexual harassment will not be tolerated at all. Staff challenge and address any inappropriate behaviours and make it clear that it is not ok.

Staff report all low-level concerns via the electronic reporting system, CPOMS. Staff do not attempt to normalise any behaviours e.g. by saying 'they were just playing etc'.

Where concerns are of a higher level, these are reported to the DSL and referred on to the police and/or First Contact where appropriate. Where there are high level concerns a risk assessment/safety plan is put in place. School follows the LA policy and reporting procedures for Low Level Concerns.

Lunchtime Behaviour Management

This is the same as for every other time of the day. It is essential that all school policies are consistently applied across the whole school day by every member of staff.

Relationships, mutual respect and care and consideration for all are a key to success.

However, there may be times when children do behave inappropriately at lunchtime. When this happens, the same restorative approach is used as is during the rest of the school day.

Respecting Rights

The school has a rights respecting ethos. We promote the UN Convention Rights of a Child:

- We have the right to be happy
- We have the right to be safe
- We have the right to play and relax (Article 31)

Positive Handling

If a child exhibits behaviour which is seen by staff as being dangerous to either themselves or others, or behaviour which is making it difficult for the school to function in the normal way, there may be occasions to positively handle the child. Staff in school have been trained in the Team Teach method of positive handling. If it comes necessary for a child to be restrained for their safety or that of others, this will only ever be a last resort and will be carried out by a member of staff using the Positive Handling methods which some staff are trained to administer.

Internal Isolation and Exclusions

In some cases, internal isolation may be required where children will work outside of class under supervision of trained staff.

The school reserves the right to exclude any child for inappropriate behaviour at any time. Where a pupil is given an exclusion for 6 consecutive days or longer, the school has a duty to arrange suitable full-time educational provision from and including the 6th school day of the exclusion. The school has agreed arrangements in place to meet this requirement.

- Exclusion guidance is based upon current Durham County Council <https://www.durham.gov.uk/schoolexclusion> and DCSF guidance and current legislation, which sets out responsibility of Headteachers, governing body and the LA.
- Exclusions will not be used if there is an alternative solution available. (e.g. internal reflection and review time, managed move – managed by the LA.)
- Only the Head teacher has the power to exclude and will notify carers/parents by phone and letter.
- Detailed records of incidents are kept and exclusions reviewed by the governing body.
- Exclusions will only be used for serious breaches of school policy. E.g.
 - Violent or threatening behaviour.
 - Persistent, defiant, disruptive behaviour
 - Bullying
 - Racist or homophobic abuse
 - Prejudiced related incidents
- As soon as the pupil is excluded the school will provide appropriate work to be collected by the carer/parent and returned for marking.
- If a pupil is at risk from permanent exclusion a pastoral support programme will be implemented (see appendix b – page 9, for example).

Permanent Exclusions

Permanent exclusion is an extremely serious step and an acknowledgement that the setting is no longer suitable for the pupil. This can arise from an accumulation of fixed term exclusions, or as a result of a very serious one-off offence. Only the Headteacher/acting head teacher can exclude a pupil. The Headteacher will seek advice and follow the most up to date regulations and guidelines before excluding any pupil. The Headteacher may also exclude a pupil permanently. If a pupil is excluded parents are informed immediately. It is made clear that they can appeal if they wish. Work is set for pupils during the period of exclusion. Exclusions are reported to the local authority. An appeals committee of the governing body will listen to/decide upon any appeals. The decision of this committee will be upheld by the Headteacher. Governors monitor exclusions and behaviour on a termly basis.

Working with other Agencies

Support agencies can be asked to contribute help e.g.

- Police

- Families First
- One Point
- CAMHS
- Behaviour Intervention Team
- Educational Psychologist

The pupil him/herself may also contribute to his/her own self-assessment. Through this self-assessment and discussion, the pupils should be encouraged to think positively about his/her work and behaviour. Learning may become more meaningful and manageable and hopefully their self-esteem will be raised. As a last resort, the pupils may need to be excluded from school, in which case the Headteacher will follow the LA guidelines.

Parents and carers

Parents and carers can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

Attending parents' evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the policy.

Bullying

Although Bullying is addressed by the Anti-Bullying Policy it is important to make reference to bullying as a form of inappropriate behaviour which needs to be tackled by every school.

Bullying is persistent/regular. This constitutes:

Verbal bullying- name calling, sexual, racial, leaving messages on phones- including texts or any kind of social media.

Physical bullying- hurting via hitting, kicking, hair pulling, spitting.

Emotional bullying- intimidation, reference to family/parents, forming of gangs, fabricated stories including online via Facebook/social network sites.

Signs of bullying- changes in behaviour, unwilling to attend school/clubs, staying with adult, tearful, lack of sleep, bruising, headaches/tummy aches, confiding in other pupils/adults, non-accidental injuries.

Strategies for dealing with bullying:

- Providing opportunities for talking
- Trained staff/pupil welfare officer
- Counselling –groups/individuals
- Parental involvement
- Work with other agencies
- Tracking within class and centrally by Headteacher
- Internal isolation
- Exclusion



(Appendix 1)



Silver Tree Primary School

Behaviour System

All children will follow the cloud system unless a child has their own behaviour contract, which is at the discretion of the Headteacher.

If a child is deemed to repeatedly behave inappropriately staff may choose to place the child on a behaviour chart which is sent home to the child on a daily basis. This will be reviewed on a weekly basis.

Sunshine

- All children begin each day in the sunshine

Rainbow

- A child can be moved to the rainbow when recognised for outstanding behaviour or achievements in lessons and will be rewarded dojo points

Outer Sunshine

- A child receives a warning for their behaviour

White Cloud

- Miss a break time or 15 minutes of their lunch time
- Reflect on their actions and what they could do apologise
- Children must complete a reflection log of their behaviour as part of our restorative justice approach (see Appendix 2)

Rain Cloud

- Miss a break time and lunch time break
- Three times per term results in Parents/Carers contacted to inform via text
- Six times per term results in Parents/Carers contacted to attend meeting in school

Thunder Cloud

- Miss a break and lunch time for a given period of time
- Take part in a form of restorative justice in addition to their reflection log (see Appendix 2)
- Children must show a form of remorse for their actions
- Parents/carers contacted to attend a meeting in school

Star of the Week

One child from each class is chosen weekly to be Star of the Week. When a child achieves Star of the Week more than once, they start to earn badges.

- 3 times = bronze badge
- 6 times = silver badge
- 10 times = gold badge
- 18 times = trophy

(Appendix 2)

Child's Name	Date

Please reflect on incident with an adult.

What were you feeling? (please highlight)						
Sad	Frustrated	Confused	Worried	Angry	Tired	Hungry
						

What happened? (child's views, adult can write)

Why did you choose this behaviour? (please highlight)			
Attention	To cause a problem	Control	To get out of work
Challenge a teacher/support	To get revenge	To talk to a teacher/support	Other

How does your behaviour make other people feel?			
Happy	Sad	Confused	Angry
Scared	Unsafe	Worried	Frustrated

Did you use one of your coping strategies? (please highlight)			
Deep breaths	Safe Space	Listen to advice	Fidget toy
Ignore	Time out	Ask to leave	Counting
Talk to someone	Future Steps	Distraction	Self-talk

If no why?		
Angry	Upset	Didn't want to
Refused	Other	

What can I do to correct the problem? (please highlight)		
Apologise (say sorry)	Tidy/Clean up	Forget and move on
Make a plan	Talk/Restorative chat	Complete Task

Adult Signature	Child Signature/Name	Date