



South Molton Community Primary School Behaviour Policy



Created: January 2023 (agreed at Governor FGB 8th March 2023)

Reviewed: Jan 2025

Next review: Feb 2026

1. Aims:

Our aim is to create an environment where children feel valued and in which everyone feels happy, safe and secure, ready to embrace the joy and challenge of learning. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere, effective teaching and learning cannot take place. Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the rules are followed.

An effective whole school policy requires:

- Consistency- everybody to follow it
- Supportive structures for staff and children
- Good classroom management and practice
- Positive relationships
- Encouragement and success

2. Our values:

Our visions and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our children as confident, happy citizens.



3. Key responsibilities:

Children's Responsibilities are:

- To work to the best of their abilities, and allow others to do the same
- To treat others with respect
- To listen and follow the instructions of school staff
- To take care of property, nature and the environment in and out of school
- To cooperate with other children and adults
- Follow the school's expectations for different areas around the school
- To exemplify the required behaviour when representing the school off-site

Staff Responsibilities are:

- To model the school values at all times
- To add any concerns to CPOMs and link appropriate members of staff
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- To be aware of their individual and special needs
- To raise and address concerns quickly and appropriately
- To self-regulate and be aware that the situation may require someone else to defuse and problem solve

Parent Responsibilities are:

- Parents agree to support the ethos and values when enrolling their child at the school
- Parents are expected to adhere to the Behaviour and Anti-Bullying Policy and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher and then to a Senior Leader if necessary
- To be aware of and support the school rules and expectations, including uniform and home learning

- To make children aware of appropriate behaviour in all situations, including the start and end of the school day
- To encourage independence, self-regulation and self-discipline
- To show an interest in all that their child does in school
- To attend 'meet the teacher' and 'parent evenings' on a regular basis.
- To foster good relationships with the school
- To raise and address any concerns quickly and appropriately in a reasonable manner whilst understanding that the school uses a 'balance of probability' when dealing with issues

5. Behaviour guidance and strategies used in school:

5.1 Developing Relational Practice

We use the relational model when working with children and dealing with different behaviours which links in throughout this policy. All adults within school are responsible for developing positive relationships with children in school. Staff need to consider how they communicate with children, including their facial expressions, body language and the way they speak to children. Through developing these positive relationships, there is a mutual relationship built on respect.

Relational practice emphasises the need for schools to place a greater importance on inclusion and belonging through promoting positive relationships and behaviour, effective teaching and preventative responses. These approaches are based around the principle that all behaviour is a form of communication.

There are three main components to the relational model, Developing Relationships, Responding and Calming and Repairing and Restoring as well as guidance on working on relationships in the classroom and through a graduated response. The approaches should be used universally as good quality first teaching and in a planned and timely fashion to target early intervention for children and young people who may be at risk of exclusion.

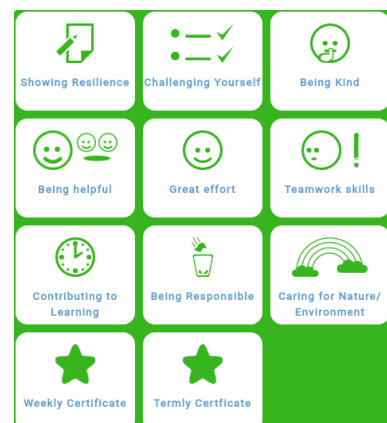
The focus is on creating a positive whole school ethos and policy that promotes positive relationships and behaviour and reduces the need to consider exclusion.

5.2 Trackit Lights

As a school we implement the online behaviour system, *Trackit Lights*, which uses a traffic light system to track, monitor and recognise different behaviours. This is an overtly positive behaviour management system and we aim to record approximately 90% positive behaviours by awarding Green Points (3-7 per session). Staff have received training to ensure that the system is implemented consistently across the school with regular whole-staff monitoring of behaviour points and trends across the school. Teachers will use Trackit Lights during parent meetings when discussing behaviour. Children are shown these behaviours regularly in class and aware of where they fit into each category.

Green points:

These are awarded when children show positive behaviours against the different categories. These green behaviours are aligned against our school values. These points are recorded against each child, and they start to earn from '0' each school day. Children who reach 50, 100 and 150 (and so on) points will be rewarded at the end of term with a certificate.



Orange points:

*Orange points are given **following a verbal warning**. These are also inline with our school values and address negative behaviour choices.*



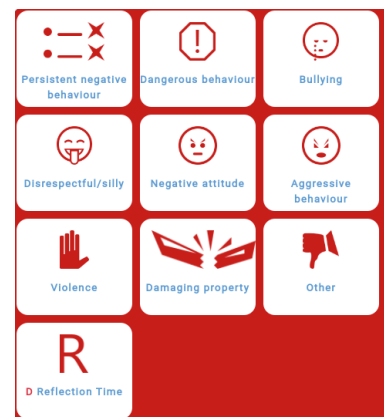
Yellow points:

Yellow points are given **following a verbal and orange warning**. These are inline with our school values and address negative behaviour choices.



Red points:

Red points are given for the following negative behaviours. If a child is given a red point, they spend time at either break or lunchtime with a senior member of staff and a parent must be informed by the class teacher/cover teacher in charge.



5.3 Celebrating achievements

Weekly certificates-

Each class awards 3 certificates each week to be awarded in our celebration assembly on a Friday morning. The three certificates are 'Writer of the Week', 'Mathematician of the Week' and 'Star of the Week'. Children are also awarded 5 Green points on our *Trackit Lights* system for this award.

Reading cup-

At the end of each week, a class average is calculated for the amount of reads completed over the last seven days. Children are asked to read **at least** three times a week. These scores are read out in an assembly and a cup is given to the class with the highest score for the following week. The class who wins the most over a term gets to have a non-uniform day.

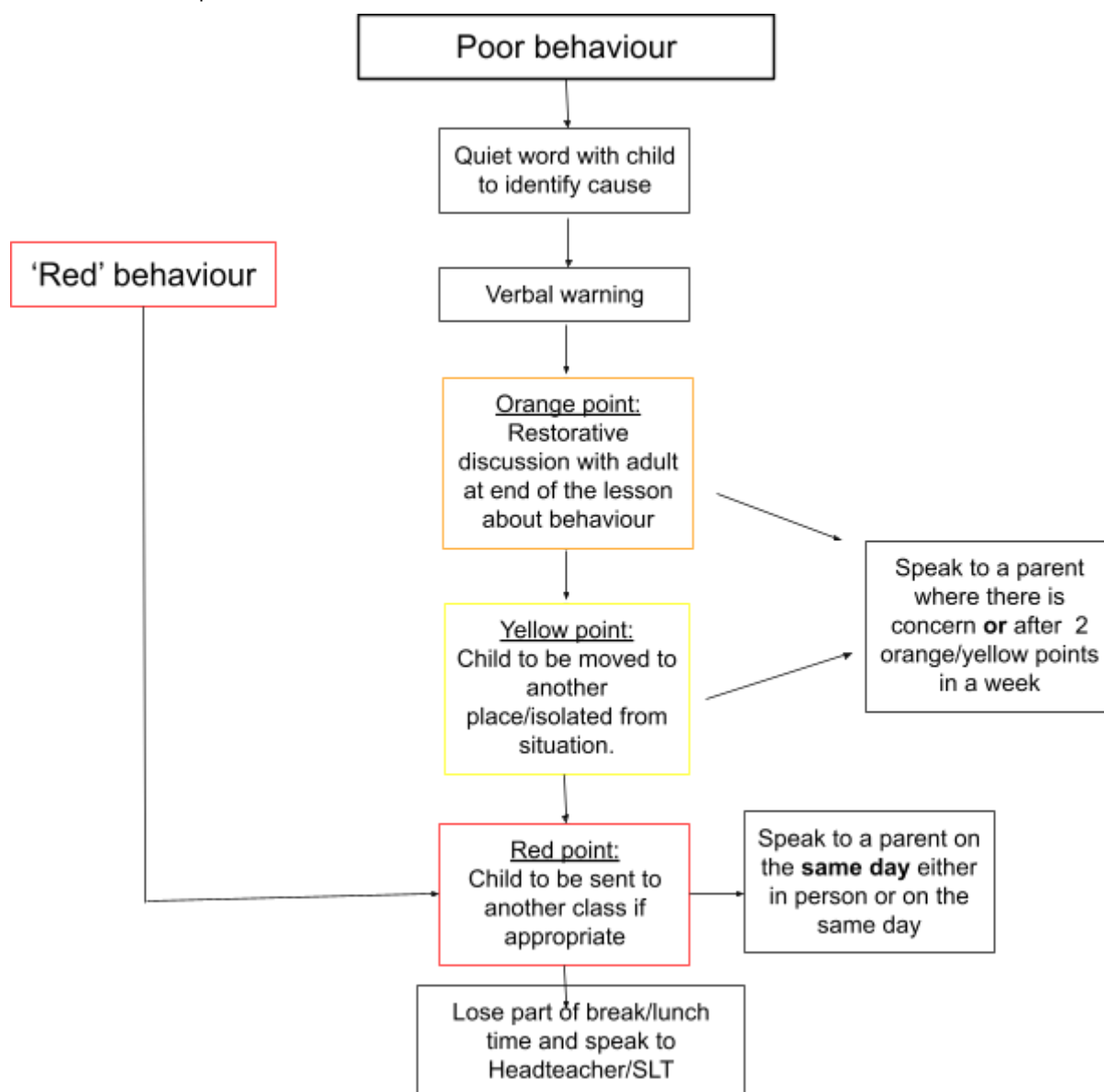
Half Termly certificates-

Each half term in celebration assembly we recognise children who have shown particular excellence in the following areas:

- Art Awards - Rec/KS1 & KS2
- Sports Awards - Rec/KS1 & KS2
- Outdoor Learning Award - Whole School
- Sustainability & Nature Award - Whole School
- Headteacher Award - Whole School

5.4 Responding to negative behaviour

Staff should follow the behaviour flowchart (see below) and use the relational approach (5.1) consistently when dealing with challenging behaviour. Through having a consistent approach across the school, children will be aware of boundaries, expectations and routines.



5.5. Lunchtime procedures

Children in the lunch hall need to follow the school values, and be respectful. Staff on duty need to deal with incidents and issues appropriately through reminding children of expectations, exercising reflection time outside of the hall and if needed, SLT to intervene. Such instances could include high noise levels and inappropriate behaviour to other children/adults.

Adults on duty in the hall need to use the musical instrument provided to gain attention followed by the school procedure of counting down: 3,2,1.

Whilst on the playground, staff on duty need to be aware and remind children of expectations and following rules for different areas of the school. If negative behaviour occurs, following a verbal reminder, staff need to ensure the child in question stands by them for 5 minutes or until they are ready to continue their chosen activity. For *serious* incidents, adults need to report to the SBM/office via radio if negative behaviour persists.

5.6 Movement

It is the responsibility of all staff to ensure that movement around the school is calm, orderly and respectful. Teachers should ensure that large movements before breaks, lunches, assemblies etc are purposefully planned with a few moments of 'down' time and, if necessary, clear reminders about movement. Teachers should, where possible, avoid mass movement, for instances such as collecting bags at the end of the day. Staff must insist on quiet, orderly lines before allowing classes to enter the classroom or corridors. Avoid 'rushing' children due to poor time management. Movement along the corridors should be on the left.

5.7 Serious sanctions

The school follows LA guidelines in regards to internal and external exclusions. Children would be internally excluded if they show repeated or extreme 'red' behaviours. Internal exclusion means that a child would stay in school, but be out of class working with the Headteacher, member of SLT or staff member. External exclusion would be the result of serious behaviours including repeated verbal attacks on staff/children or physical abuse caused to staff or children leaving injury.

Any child who consistently fails to comply with the school's values and expected conduct will forfeit the right to an extra-curricular activities or after school clubs. This will be communicated to parents in a formal letter and will be reviewed on a termly basis.

As a school we do not tolerate any hate speech or discriminatory language. This would be dealt with by SLT and communicated with parents. Persistent behaviour such as this would result in potential internal and external exclusions.

5.8 Handling children

We follow the *Passive Intervention and Prevention Strategies (PIPs)* approach when positively handling children. We pro-actively foster positive relationships and only use reasonable force when there is no realistic alternative. This means that we expect staff to conduct a risk assessment and choose the safest alternative.

Whenever physical intervention is used the incident must be recorded on CPOMs. All staff involved in an incident should contribute to the record which should be completed within 24 hours. Parents/carers must also be notified by SLT.

When should positive handling be implemented?

- To prevent a pupil causing, or being at risk of causing, injury or damage to themselves or others, whether by accident, rough behaviour or by misuse of materials or objects
- To prevent a pupil committing a criminal offence
- To prevent a pupil committing deliberate serious damage or vandalism
- To prevent a pupil from attacking a member of staff or another pupil

5.9 Adapting behaviour systems for children with SEND

Through discussions with the SENCo and SLT, adaptations to the behaviour system can be put in place to ensure children respond positively to routines and expectations. Personal plans (IEPs, relational support plans etc.) will be used by all staff working alongside the children and systems such as *Trackit Lights* will be adapted where necessary.

6. Communication with parents/carers:

It is the responsibility of all teachers to ensure that parents are regularly communicated with regarding behaviour. Parents evening and reports will be used to give a general overview of behaviour.

7. Bullying:

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. The School believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied.

Our definition of bullying: 'Bullying is intentional, persistent, or unprovoked acts of unkind, intimidating or threatening behaviour (physical or verbal) towards an individual or group of children'.

Bullying is one or more of the actions above that happens over a period of time to the same person or group. As a school we need to spend time explaining to parents and children what bullying is, as many use the term 'bullying' inappropriately.

Please see separate Anti-bullying policy for further information.

8. Managing children's behaviour online

Children are taught what Internet use is acceptable and what is not and given clear objectives for Internet use. Internet access is planned to enrich and extend learning activities. Access levels will be reviewed to reflect the curriculum requirements and age of Children. Staff guide children in on-line activities that support the learning outcomes planned for the children's age and maturity. Children are educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation. Children are taught what to do if they experience material that they find distasteful, uncomfortable or threatening. Through computing sessions, assemblies and regular check-ins, children are shown how to behave appropriately online, and how to seek help if they face any difficulties inside and outside of school. As a school, we support parents with how to deal with issues children face online in the home or outside of school.