



Shaftesbury C of E Primary School
(Part of the Sherborne Area Schools Trust)

Behaviour Statement

At Shaftesbury C of E Primary School we feel it is vitally important that children, staff and parents work together to determine a level of acceptable behaviour in all areas of school life. In order to achieve this, all staff have been involved in producing the content of this policy. We firmly believe that children thrive socially, academically, physically and emotionally in an environment where good behaviour is promoted and apparent.

Our aims are:

- To establish a school community which positively promotes socially acceptable behaviour
- To ensure we provide a safe, secure environment for everyone
- To ensure consistency, fairness and equality of opportunity for all
- To support our children in becoming socially acceptable adults who can make positive contributions to their community and environment

Our statement is based upon the rationale that:

- Our school environment promotes harmony and peace within a Christian atmosphere of healthy debate, promoting tolerance for others
- All children have a right to access the curriculum without interruption or threat of insecurity.
- All children and adults have a right to feel comfortable, secure and supported in their working environment.
- Positive behaviour is encouraged and promoted at every opportunity.
- Any behaviour which impedes teaching and learning is unacceptable
- Any behaviour which threatens safety and security, both physical and emotional, is unacceptable.

Home School Agreement

As part of the induction process every new academic year it is reviewed and promoted. It is signed by all parties and copies are kept by parents and school.

How do we encourage our children to behave in a consistently acceptable way?

- We act as positive role models in our interactions with others.
- All members of the school staff report, share and discuss information.
- We involve the children in determining rules and agreed procedures.
- We set clear boundaries of high expectations and explain why these are necessary.
- We actively and explicitly encourage and support the children in applying methods by which they can take responsibility for their own behaviour.
- We encourage children to develop methods by which they can sort out problems themselves.

- We teach them when it is appropriate to get adult help.
- We reinforce strategies at regular, planned times as well as spontaneous opportunities.
- We plan opportunities for self-evaluation and reflection.
- We are realistic whilst being demanding in expectations.
- We do not blame or label individuals; we work with them at improving their behaviour.
- We take time to explain not punish.
- We work with parents- we do not blame them.
- We listen and offer confidential support to parents and children when necessary.
- We are creative in providing a stimulating environment and curriculum which encourages positive on task behaviour.
- We ensure inclusion as we do not discriminate according to gender, social standing, colour, race or disability.
- We encourage and support training for and adoption of new strategies where suitable.
- We keep any necessary paperwork up to date.
- We use informal support mechanisms to encourage and support behaviour modifications.
- We liaise with outside agencies and support services.

We actively and explicitly encourage and reward acceptable, good and outstanding behaviour in children and adults through:

- Awarding *Values* and *INSPIRE* points
- Awarding certificates
- Giving praise, both verbal and written
- Encouraging and rewarding responsibility, independence and individuality
- Making others feel valued by showing and expressing gratitude and appreciation
- Rewarding a show of tolerance or forgiveness
- Sharing examples of good or outstanding behaviour
- Circle time
- Whole school assemblies
- PSHE initiatives
- Using monitors in class
- A buddy system of support
- Friendship bench
- Lunchtime treat system

Strategy for management of unacceptable behaviour in school

We use a three strike system.

1. For the first significant interruption to learning and teaching, the child is given a laminated piece of white card. It is displayed on the table as a visual warning.
2. For the second interruption on the same day, the child receives a red cross that is placed on the laminated card.
3. Following the third interruption, the child receives another red cross.
4. Following the fourth interruption, the child receives the final red cross. The card will be taken to a senior leader or learning mentor, who will then come and remove the child from the classroom.
5. They remain out of the class for the rest of the session, either up to lunchtime or the end of the day.
6. Class teachers will then inform parents about the child's behaviour and that they were out of the class for a session.
7. This inappropriate behaviour that led to the three strikes is then recorded on MyConcern by the class teacher. This is monitored by the learning mentors. If there is a pattern or regular inappropriate behaviour a suitable strategy will be implemented. Parents are informed.
8. Each afternoon session starts with a clean slate.
9. **Withdrawal room** - any inappropriate behaviour that occurs during play times will result in a child being sent to the withdrawal room. They need to be sat quietly and reflect on their behaviour.

Severe clause – for extreme behaviour such as severe hitting, biting, swearing, homophobic or racist incidents, or leaving the school premises without permission children will be sent directly to the Headteacher and the child's parents contacted immediately. All incidents will be recorded on MyConcern. Severe incidents are recorded by the Headteacher and reported to the governing body and are likely to involve **seclusion or exclusion**.

If a child is disrupting the lesson and affecting the learning of others, the adults in the classroom may send a 'yellow' card. This will be sent to a member of the PST (pastoral support team) or a senior leader. This member of staff will then take the pupil out of the classroom, so that learning within the classroom can continue. The child will not return until the beginning of the next session (afternoon school or the morning session).

If a child is demonstrating extreme behaviour, such as violence towards others or school equipment, a 'red' card can be sent and a member of PST or senior leader will arrive quickly to remove the child to a safer environment. Thus protecting the child and others.

WHEREVER POSSIBLE EVERY CHILD STARTS EACH DAY WITH A FRESH START

Addendum – Covid 19

Our children work in 'bubbles' to keep them as safe as possible.

Children are not permitted to move between bubbles at any time during the school day.

If children break bubbles or behave in a way that threatens the safety of a bubble – they will be excluded from school.

If children behave in a way that causes repeated need for members of staff to break bubbles – they will have to be educated away from school.