



# BEHAVIOUR POLICY

2024-2025

Head teacher Signature: Chit. Ml

Agreed by the Governing Body

Chair of Governors Signature: Pa. Coady

Date of next review: September 2025



# Southwick Community Primary School & NEW BEGINNINGS NURSERY

BEHAVIOUR POLICY - SEPTEMBER 2024

*This policy is to be read in conjunction with the school's Child Protection Policy, Positive Handling Policy and Safeguarding Policy.*

At Southwick Community Primary School we provide a caring, happy, safe and supportive environment where everyone is valued and has the opportunity to reach their full potential. We seek to provide an atmosphere in school where parents, staff, governors and children work together in the spirit of co-operation.

Children learn best when they have clear, consistent guidelines and are encouraged to share our high expectations.

## **School Rules**

We have agreed that good behaviour means that everyone in school will:-

- Treat everyone with kindness and respect
- Keep ourselves and others safe
- Solve problems peacefully
- Work hard and let others learn

## **How we encourage 'Good Behaviour'**

At Southwick Primary we have agreed that good behaviour will be encouraged in every area of school activity. Everyone at Southwick Primary has agreed to:-

- Recognise and highlight good behaviour as it occurs.
- Do not shout at children, and use praise to recognise and encourage positive behaviour.
- Use emotion coaching techniques.
- Encourage children to be responsible for their own behaviour.
- Let parents know about their child's good behaviour and progress.
- Share and celebrate good work together.



- Reward individual children and groups of children for behaving well.
- Accept shared responsibility for children's behaviour in school.
- Provide all pupils and staff with a high level of pastoral care.

Our policy is built on positive behaviour management strategies. This includes a completely consistent approach to the following principles or practices:

- choices and consequences underpin all behaviour management strategies
- a nurturing approach underpins all behaviour management strategies . Therefore:

**-it is NOT acceptable for any member of staff to shout at children.**

**-it is NOT acceptable for any member of staff to humiliate children.**

(Please see the SLT if you require information or training on any of the points above)

### **Rewards and Privileges will include:-**

- Positive praise.
- House points and stickers.
- Certificates.
- Star of the week.
- Special responsibilities in school.
- Termly House competition and prizes.
- Reward trips and outings.
- Praise and recognition of good behaviour in assemblies.

### **Discouraging inappropriate behaviour**

Sometimes, children may forget our high expectations of good behaviour. Everyone at Southwick Primary School has agreed to try to prevent this happening by:-

- Reminding the children of our school rules and expectations and the choices they make.
- Noticing good behaviour as it occurs.
- Placing more emphasis on good behaviour.
- Address behaviour through assembly, PSHE and pastoral groups.

Children must be clearly aware of the impact of their inappropriate actions or choices on others:

- Preventing others from learning.
- Not respecting others.
- Prevent others from being or feeling safe.



All staff should follow the guidelines for actions when children demonstrate inappropriate behaviour. It is a whole school responsibility to follow the guidelines at all times, not just class teachers in their areas. This policy covers all staff for all areas of school.

### Step 1

Remind the child of the rules and what is acceptable behaviour.

### Step 2

A quiet visual or oral reminder – your first warning.

### Step 3

A child who continues to make the wrong choices is given a **yellow card** and again reminded of what is acceptable.

### Step 4

If a child continues to make the wrong choice they will be given a **red card** and a short time out from their class or group.

### Step 5

If the wrong choices persist and other children's learning is being affected the child will work away from the class (in another classroom) and their parents will be spoken to about their behaviour and reminded about expectations and home-school agreement. Privileges will be lost e.g. after school clubs, lunchtime clubs, classroom privileges, responsibilities and representing the school on teams/clubs. A child may be sent to complete their work with the SLT, should their behaviour be deemed to be extreme.

### **Exclusion Procedure**

The head teacher reserves the right to exclude or permanently exclude, if the behaviour of a child is particularly severe or school rules are constantly ignored. This will generally be a last resort but the following points need to be considered:

- The safety of the child, other children and staff*
- The well-being of staff and children*
- To allow a child to 'cool off.'*
- The level of disruption causes to the education of other children*

Once excluded, the parents of the child will see the head teacher to discuss the terms of re-entry. Very careful arrangements will be made to try to ensure that any child returning to school after exclusion is helped to behave appropriately.

Consistent and serious breaches of the behaviour policy, where the safety and/or well-being of the child, other children or staff is jeopardised, a permanent exclusion may be



considered. If a permanent exclusion is issued, full Local Authority procedures will be followed.



Teachers have statutory power to discipline pupils for misbehaving outside of the school premises. Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

or if the misbehaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

In all instances we ensure that Child Protection procedures and Safeguarding procedures are fully adhered to.

Update (8.9.21): In response to new mandatory legislation, it is necessary to outline our school's approach to sexism and sexual harassment. The school has never tolerated this type of behaviour and has always sought to educate children around stereotypes and negative attitudes towards others.

We want everyone in our school to feel included, respected and safe. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

**Sexist comments** are those that discriminate based on sex, particularly against women.

**Sexism** also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to e.g. a letter or phone call to parents if the pupil refuses to apologise in the first instance

Our PHSE curriculum and whole school ethos will cover what healthy and respectful behaviour towards one another looks like.



This demonstrates our zero-tolerance approach better by making the following things clearer:

- What the unacceptable behaviour involves
- What we want the culture in our school to be
- How we will respond to this behaviour
- How we will support the victim(s) and alleged perpetrator(s)

### **Positive Handling**

From time to time there are children in school with behavioural difficulties who present behaviour that may necessitate the use of restrictive physical interventions to prevent injury to themselves and others, damage to property, or the breakdown of discipline.

The school has adopted the Team–Teach Approach to Positive Handling.

Please refer to the school's Positive Handling Policy.