



Salisbury Primary School

**BEHAVIOUR POLICY**

**2023/2024**

Reviewed: July 2023

Next Review Date: July 2024

# Salisbury Primary School – Behaviour Policy

## Ethos and Rationale:

**Positive behaviour is the foundation of outstanding teaching and learning. At Salisbury Primary School we strive to maintain a highly positive learning environment in order to deliver to our pupils, the best possible education.**

## Aims:

- To support effective teaching and learning
- To contribute to a healthy school environment based upon mutual respect and consideration
- To provide a framework of support and a common, consistent approach to managing behaviour for all staff, pupils, parents and other members of our community
- To reinforce appropriate behaviour by teaching key skills and by prompting independence, self-motivation and self-management

## Purpose:

- To provide a basis for a consistent whole staff approach to managing behaviour
- To provide clear guidance for staff regarding appropriate and acceptable practice
- To inform staff of the mechanisms available to support the above
- To ensure the maintenance of a positive vibrant learning community
- To promote a culture of fairness and equality for all

## Discipline /Behaviour and staff conduct

Whilst the discipline and behaviour of the class is, primarily, the responsibility of the class teacher, **all** the staff are collectively responsible for ensuring that all pupils learn to be considerate to others and behave appropriately. Staff should always endeavour to remark on good behaviour and manners, and to commend pupils for their positive actions.

If pupils do have to be reprimanded for any inappropriate behaviour, this should be done in a constructive manner - Staff should **not shout** at pupils. Sometimes a firm or stern tone maybe required though.

Praise should be used as a reward, in conjunction with the school house dojo reward system. However, some pupils will still need to be disciplined for persistent poor behaviour. Our aim should be to teach them that there are consequences if they deliberately ignore the code of good behaviour. On occasions staff may need to give a consequence.

## Methodology:

At Salisbury we have a set of rules that apply to all members of our learning community. This takes the form of our School Rules/code of conduct. All aspects of the Behaviour Policy support the achievement of the School Rules and for pupils to be '5 star pupils.'

**Code of Conduct:**

**Our School Rules**

<b>We listen well</b>	<b>We are honest</b>	<b>We are polite</b>
<b>We work hard</b>	<b>We are forgiving</b>	<b>We work out our problems</b>
<b>We are kind and helpful</b>	<b>We look after things in our school</b>	<b>We respect each other</b>

We expect all pupils to aim towards being 5 star pupils who demonstrate they can:

**Think first, listen carefully, respect everyone, be polite and help others**

**Implementation:**

- At Salisbury School our Behaviour Policy hinges upon the core principles within the School Rules
- All of our school rules are expressed in constructive, positive language, teaching the required behaviour and emphasising our high expectations
- The rules and expectations set down in this Behaviour Policy are built around the principle of positive correction rather than punishment
- We work to uphold the School Rules in the classroom, corridors, playground and any other locations in and around the school
- We do this by adhering to the following expectations and guidelines for all staff
- The School Rules will be displayed in all appropriate areas of the school as a constant point of reference for all
- **Class teachers will be expected to display within their classroom, the School Rules and our expectations of a 5 star pupil**

**Routines for Staff:**

It is the responsibility of each class teacher, assisted by support staff, to establish clearly explained routines for each class so that the school rules and expectations are consistently applied.

- Insist upon **orderly** entry to, exit from and movement around the classroom
- **Teach** and reinforce the School Rules in school at any appropriate opportunity
- Set high **expectations** of pupils and ensure that pupils fully understand these
- **Model** the behaviour that you would like to see from the pupils
- **Plan** your lessons thoroughly using a **variety of teaching and learning styles** and resources to inspire, motivate and challenge pupils. Interesting lessons set at the appropriate level and with appropriate challenge have a positive effect upon engagement, behaviour and thus learning. Similarly boredom and insufficient planning can lead to misbehaviour
- Use the **'Track me'** approach to gain pupils attention quickly and efficiently
- Take action to address and resolve issues at an early stage to **avoid escalation**

- Use a **tiered approach** in the issue of consequences so that they are always seen to be appropriate, consistent and fair
- **Take responsibility** for leading and maintaining good behaviour in your classroom using support, where required, in addition to, but not instead of, your own personal action
- **De-personalise** negative pupil behaviour for best results ie: be annoyed with the behaviour  
NOT the pupil
- Develop, and where necessary re-build, **positive working relationships** with all pupils both in lessons and around school

### **Rewards:**

- At Salisbury School we actively encourage good behaviour through the use of rewards and incentives
- This system is consistent but graduated throughout the school
- Rewards must act as positive incentives for pupils
- There must be a clearly defined and understood criteria for the issue of a reward
- They must be issued fairly when the criteria is met
- They must be issued promptly to emphasise their value
- Once given a reward should not be taken away
- They should be available to individuals and groups
- They should be used as a motivator or a reward but never as a bribe

### **Consequences:**

The aim is to develop responsible young people who independently manage their behaviour and who understand the reasons why this is essential.

- A positive and patient approach is necessary and will be adopted by all staff in order to achieve the above and to develop positive working relationships with pupils that lead to positive responses
- Always refer to the School Rules as a point of reference for pupils
- Use a positive approach and positive language when correcting negative behaviour
- Allow pupils the opportunity to explain their behaviour as part of the process of improving their understanding of acceptable behaviour
- Accept responsibility for the issue and the follow through of consequences
- Seek support where required but never relinquish your responsibility to be part of the process
- Make sure that consequences are appropriate, fair and consistently applied
- Avoid issuing statements/threats that you are not empowered to carry out
- Avoid confrontation, blanket or whole class consequences
- Verbal or physical violence and/or bullying is never acceptable at King's Hill

### **Inappropriate Consequences:**

- Any form of physical reprimand
- A consequence that is not related to the negative behaviour that has been displayed

- Moving to most severe consequences before lower level consequences have been explored
- Sending a pupil, deemed to have misbehaved, from a classroom unaccompanied
- Restricting liberty
- Whole class punishment
- Inappropriate use of the curriculum as a punishment i.e.: extra maths for talking in class
- Exclusion from areas of the curriculum – unless on the grounds of health and safety and agreed by the Headteacher
- Issuing statements/threats that you are not empowered to carry out

### **Behaviour systems in place for all pupils**

## **1. EYFS**

Class teachers will use a Zone Board as a visual behaviour system display – Children in Nursery (N2) are introduced to the approach gradually. Reception children follow the system as below. The board is split into colour sections as follows;

### **Green/Amber/Red Zone System**

- ALL children will start EVERY day in the GREEN zone
- If they have to be reminded more than twice about low level inappropriate behaviour e.g.; not listening to instructions, pushing in the line, not playing nicely with other children then they move to AMBER zone.
- If children continue to persist with their inappropriate behaviour or if they do something serious eg; hurt another child, act in a dangerous way, damage property deliberately then they move straight into the RED zone.

NB If children are in the AMBER zone but demonstrate they are trying to put right their behaviour they can always move back to GREEN or higher. When a child is placed on the RED zone they must have 5 minutes time out in the classroom to reflect on their actions

### **Rewards/Consequences-**

A child placed in the RED zone during the day will have 5 minutes time out but if this re occurs a few times, any further consequences will need to be discussed with a member of SLT.

Good practice for all EYFS teachers is to have a display that highlights the desirable behaviours that will get children to remain in the GREEN zone. This should be done in conjunction with the children to ensure they understand what is expected of them.

Children in Nursery and Reception are awarded dojos for working hard and achieving well. At the end of each week they are awarded a certificate/small prize for the most dojos. In Reception, children who display 5 star qualities throughout the week also gain a small prize/award.

## **2. Key Stage 1 and 2**

All classes use the House Dojo system. Pupils work towards gaining as many house dojos as they can. At the end of the week House Dojo points are collected and displayed in the classroom indicating the winning house.

**Each term pupils who have contributed significantly are rewarded with a small prize from the HT. Staff from each year group will nominate a pupil from each house.**

## **3. House Dojo Points**

Pupils are awarded Dojos for implementing the School Rules, displaying the behaviours expected of a 5 star pupil and also for excellent work. Each Key Stage has agreed appropriate behaviours/actions that will enable pupils to gain positive dojos as displayed in each classroom.

### **Additional positive rewards**

- Verbal praise
- Certificates in assembly
- Parents informed by class teacher
- Stickers from the HT

**The pupil with the most class dojos for the week and a pupil selected who has consistently shown they are a 5 Star pupil (from each class) receive a small reward from the HT.**

**4.**

## **5. Green/Amber/Red Zone System**

In each class, at the beginning of each day each pupil will begin in the green zone. They must try to remain in the GREEN zone throughout the day/by the end of the day.

Pupils could be moved to the amber or red zone for inappropriate behaviour/being disruptive. Teachers need to ensure they point out the inappropriate behaviour to pupils and

they should ALWAYS give pupils a chance to rectify their behaviour in order for them to move up to the green zone.

## **6. Consequence structure**

If disruptive behaviour takes place the pupil may need to be placed in the AMBER or RED zones in which case the following consequences should be applied:

### **Step 1**

- Warning
- AMBER zone

### **Step 2**

- Warning
- RED zone and 5 mins time out in the classroom

### **Step 3 (Pupil in the RED zone)**

- Warning
- 15 mins time out in the other year group class (to be arranged between the teaching members of staff) and the pupil must have work provided for them
- Phase Leader will speak to the pupil as and when appropriate but on the same day

### **Step 4**

- Should inappropriate behaviour continue across the week then the HT/DH will need to be notified
- A meeting with parents will be held to discuss the pupil's behaviour
- The pupil will be given a Behaviour Report Chart for one week (behaviour will be monitored closely)

### **Pupils with additional needs**

Pupils with additional needs may need a different, more individualised approach for their individual needs. It is expected that staff will be fully aware of their pupils' learning, communication, physical and/or social, mental, emotional needs and will plan their lessons accordingly. In dealing with behaviour difficulties, reasonable adjustments will need to be considered.

## **7. Consequences in place for more serious behaviour-**

Examples of serious behaviour include;

Aggressive behaviour

Racism

Bullying- physical/verbal/cyber

Deliberate damage to property

Pupils displaying any of these behaviours should be brought to the attention of HT as soon as possible. A detailed behaviour Incident report would need to be logged onto CPOMS.

Consequences that may then be imposed:

- Fixed Term Exclusion
- Permanent Exclusion

**NB:** If a child is in immediate danger of harming themselves or another person, in danger of seriously damaging property or not maintaining good order or discipline, a member of staff will be required to physically intervene using the positive handling strategy techniques outlined within Team Teach.

### **Emotion coaching**

When supporting pupils to regulate their behaviour, staff have been trained to employ the use of Emotion Coaching to support pupils in understanding and regulating their behaviour. Emotion coaching is an approach that is embedded into everyday practice.

### **Recording and Monitoring:**

- Use CPOMS to record incidents of negative behaviour in the classroom or around school
- Complete including brief details of the incident of concern and the action taken to address or correct the behaviour
- More serious incidents of negative behaviour may require more detail, where this is necessary, a member of SLT should be informed

### **Links with other Policies:**

In support of this Behaviour Policy please also refer to:  
Child Protection Policy

Anti-bullying policy