



Southdale

C of E Junior school

Shining like stars in the universe

Value Statement

At Southdale, our aim is to ensure that every member of our school community feels valued and that each person is treated fairly in a culture of excellence. We aim to achieve this by promoting a calm, purposeful and positive atmosphere in and around school, through mutual respect, and shared Christian values. We are a caring community, whose Christian values are built on mutual trust and respect. All children are valued as unique individuals and all our actions are underpinned by our vision, where we strive to 'shine like stars in the universe.' We believe that our children have the right to education in a safe, caring environment, free from any fear or intimidation from any other person for whatever reason. We expect all our children, staff and parents to share and support our values.

AIMS

- To provide an environment that enables learning and reinforces the positive values and high expectations of our school;
- Foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued;
- Ensure that children understand the high expectations that we have for their conduct and behaviour for learning;
- Be excellent role models in our own conduct, demonstrating consideration and respect for all staff, children and our community;
- Encourage children to respect the rights of others;
- Challenge any, and all, unacceptable behaviour promptly and consistently in line with this policy;
- To provide a consistent framework for our expectations of behaviour and the effective management of behaviour in line with this policy

'Shining like a star in the universe' – Phillipians 2:15

We encourage a culture of excellence through the teaching of our core values where 'shining like a star in the universe' is at the heart of our school. Our Christian values are reinforced on a daily basis and run through our whole-school approaches: Collective worship; class collective worship; our whole-school RSHE offer; high expectations of all children and staff at all times; and dedicated nurture provision for key groups of learners. These approaches are at the heart of our school as we strive for excellence to ensure that every child 'shines like a star in the universe' and receives the best educational offer.

SAFEGUARDING

All staff at Southdale are acutely aware of the link between behaviour and safeguarding. Our number one priority is to keep children safe. We recognise the importance of spotting early signs and indicators of physical, emotional, sexual abuse and neglect. When children experience trauma, of any kind, this can be displayed in the children's behaviour; at Southdale we aim to understand what the behaviour is telling us and consider what is really going on so that the correct provision can be put in place.

THE PRINCIPLES OF OUR BEHAVIOUR POLICY:

We believe that good behaviour and discipline are essential if children are to learn and teachers to teach effectively. It is dependent on positive relationships between all adults and children, and between children themselves. As staff we work hard to create a supportive, consistent and calm school environment, in which the rights and responsibilities of everyone within the school community are understood, valued and upheld.

Ethos + Clear Expectations = Behaviour

Positive Behaviour

In order to promote children's self-belief, we praise the children as much as possible for their positive approach to school life. Children know how to be a successful learner. Class reward systems are in place to celebrate positive 'behaviour for learning' and general school behaviour. The behaviour systems and rewards are shared with pupils and all adults, and are used fairly and consistently throughout the school. Southdale use the WALKTHRU's for behaviour and relationships, which include: positive relationships; establish your expectations; signal, pause, insist; positive framing; rehearse routines; choices and consequences.

POSITIVE RELATIONSHIPS 1 2 3 4 5

1 ESTABLISH NORMS AROUND CLEAR ROLES AND BOUNDARIES

2 COMMUNICATE KINDNESS

3 LEARN NAMES AND USE THEM

4 COMBINE ASSERTIVENESS WITH WARMTH

5 ALWAYS BE THE ADULT


Whole School approaches

- In the morning, all teachers will greet their child at the classroom door and set the tone for the day.
- To ensure that our children move around the school safely and calmly, our children will **walk silently through school** on the **left hand side of the corridor** using **Southdale hands**.
- At lunchtime and breaktime, when the **bell rings**, **children silently stand still**. They will then be called to **walk silently to their line**.
- When **teaching**, **teachers have clearly established expectations**, such as **silence when the teacher or someone else is talking**.

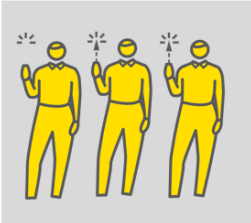
- When adults require the attention of our children, the adult will play the **sound bowl**, which is the **signal which indicates to children that they must stop what they are doing**. Teachers will then **pause and insist** that all children have responded to the signal of the sound bowl. All expectations are rehearsed and these routines are embedded and established.

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SIGNAL, PAUSE, INSIST




CHOOSE A SIGNAL




REHEARSE THE SIGNAL



GIVE THE SIGNAL



PAUSE




INSIST

- When adults require the children to line up, they will use the signal of **1 (Stand up silently) 2, (push your chair in) 3 (line up in register order)**.

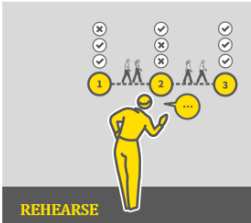
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REHEARSE ROUTINES




DESIGN

DESIGN YOUR ROUTINES




REHEARSE

WALK THROUGH EACH ROUTINE



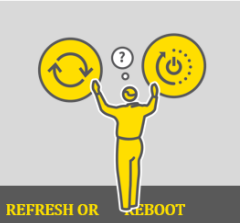
SIGNAL

TEACH THE SIGNALS



MAKE ROUTINE

MAKE ROUTINES ROUTINE



REFRESH OR REBOOT

REFRESH OR REBOOT

All these approaches help to ensure that we have a calm and purposeful environment at all times in school, so that time is spent ensuring quality-first teaching and learning for all of our pupils. We insist that our children strive to be the best they can be at all times, thus ‘shining like a star in the universe.’

Our approach to behaviour and discipline is positive, believing that everyone in the school has:

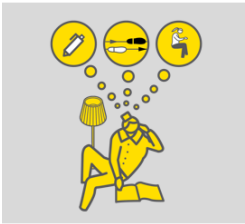
- **The right to be safe**
- **The right to learn**
- **The right to be treated with respect**

These rights are the basis of our whole school expectations supported by our aim of shining like a star in the universe, and appreciating diversity in God’s world by respecting that we are all unique and individual.

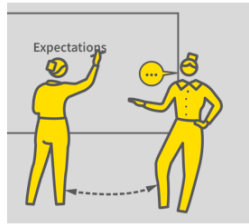
The following WALKTHRU’S give staff the expectations about how behaviour at Southdale is managed.

ESTABLISH YOUR EXPECTATIONS

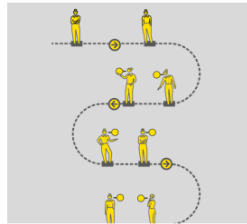
1 2 3 4 5



DECIDE YOUR EXPECTATIONS



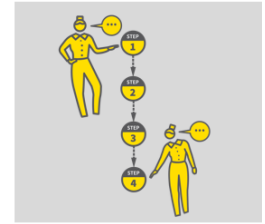
COMMUNICATE YOUR EXPECTATIONS



REINFORCE YOUR EXPECTATIONS



REDIRECT, CORRECT OR CHALLENGE



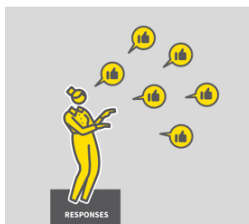
SUSTAIN YOUR EXPECTATIONS

POSITIVE FRAMING

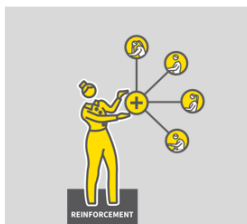
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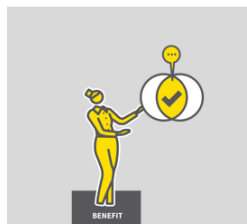
ESTABLISH YOUR EXPECTATIONS



AFFIRM POSITIVE RESPONSES FIRST



FRAME CORRECTION AS POSITIVE REINFORCEMENT



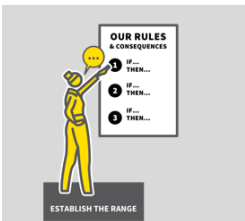
GIVE THE BENEFIT OF THE DOUBT



ASSUME CONFUSION OVER DEFIANCE

CHOICES & CONSEQUENCES

1 2 3 4 5



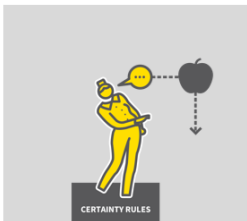
ESTABLISH THE RANGE OF FORMAL CONSEQUENCES



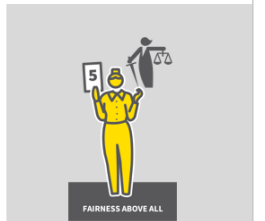
USE ASSERTIVE CHOICE DIRECTION



NARRATE THE CONSEQUENCES



MAINTAIN THE PRINCIPLE OF CERTAINTY OVER SEVERITY



USE CONSEQUENCES JUDICIOUSLY

Unacceptable Behaviour Hierarchy

STAGE 1	UNACCEPTABLE BEHAVIOURS	CONSEQUENCE
'Think about it – reminders.'	<ul style="list-style-type: none"> • Calling or shouting out • Swinging on chairs • Shouting in the classroom or around school • Not following simple instructions • Consistently interrupting others while they are talking • Not joining in the learning • Running inside • Talking in Collective worship 	<p>Reminders:</p> <p>Warning – take the planner to the front – to enable the flow of learning to continue and give the child chance to self-regulate</p> <p>Reminder – look and name the behaviour as a reminder rights/responsibilities. If you choose to... this will be the consequence</p>
<p>Stage 2 (Consequence)</p> <p>Amber Warning and time with Teacher/TA</p>	<ul style="list-style-type: none"> • Answering back or arguing with an adult • Disrupting the learning of others • Name calling • Leaving the room without permission • Refusing to follow instructions • Being deliberately unkind to others • Late to lessons 	<ul style="list-style-type: none"> • For first Amber – child misses 5 – 10 mins of their playtime (in the most immediate playtime opportunity) with their class teacher. Teacher to log behaviour on cpoms and in their planner. • Peg moved down to consequence • Repair and Rebuild-Time to think/ talk about the issue and agree what they are going to do about it. To put things right (this may be done verbally or in writing depending on the child)

<p>Red card behaviours</p>	<p><u>Child on child abuse:</u></p> <ul style="list-style-type: none"> • Physical abuse (this may include an online element which facilitates, threatens and/or encourages physical abuse) • Verbal abuse • Bullying others • Rude or disrespectful remarks about race, cultures, religion, gender or sexuality. • Sexual harassment/abuse including assault which may involve kissing, rubbing and touching outside of clothing. This also includes verbal abuse of a sexual nature including sexual comments, remarks, jokes and online sexual harassment, • Rude or disrespectful remarks about race, cultures, religion, gender or sexuality. • Serious violence resulting in physical injury • Nastiness • Anything which causes defamation of character eg lying about a pupil or member of staff <p>ALL THE ABOVE INCLUDE ONLINE BEHAVIOURS</p> <ul style="list-style-type: none"> • Persistent refusal to participate • Running/walking away from a teacher • Damage to school property • Verbal abuse to an adult • Leaving school without permission • Swearing • Theft 	<ul style="list-style-type: none"> • Child is issued with a red card and sent to the Deputy Head or Headteacher at the earliest possible opportunity. • Child misses lunch and or playtime • Teacher to log behaviour on CPOMS • Parents to be informed by phone call and planner <p>Peg moved down to red card</p> <p>Additional consequences decided by Deputy/Headteacher which may include:</p> <ul style="list-style-type: none"> • Internal exclusion/exclusion • Child may lose privileges eg school residentials/trips/clubs etc • Parents invited into school for a meeting • Child put on a report card
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Southdale has a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

- **Educational visits** - *We are an inclusive school and all steps will be taken to ensure that all children can attend any educational visits. However, if the safety of a pupil (or others) cannot be guaranteed because of his/her inclusion in the visit, then that pupil will not be included. This is part of our health and safety policy.*

Please note that “blanket” punishments, such as whole-class playtime detentions, are not allowed as they are ineffective, unfair and undermine the positive nature of the school’s behaviour management systems.

Emotion Coaching

When a child is in flight mode or their behaviour is emotionally driven, emotion coaching is used.

Step 1



Connect before correct

Check in with your own and the child's emotions.

**Empathy and understanding.
Acknowledge feelings.**

**Not with the behaviour, but
with the emotion.**

Say: "I can see that didn't feel fair to you"

Step 2



Validate and label

Observe what you are seeing rather than questioning.

Reflect emotion back and help to verbalise a label.

Tell them that their emotion is understandable.

Say: "I can see that you are upset, I would feel upset if that happened to me too"

Step 3



Setting limits

Positive limit setting. If needed. Avoid asking 'Why?'

State boundary limits of acceptable behaviour.

Accepting an emotion is not accepting a behaviour.

Say: "We can't behave like that even though you're feeling angry because it is not safe"

Step 4



Problem solving

When relaxed, calm and rational...

Explore feelings. Scaffold alternative ideas/actions.

Empower: Belief in managing own feelings and behaviours.

Say: "Let's think of what we could have done instead"

Lunchtime and Break

All systems used in classrooms are also extended to break and lunch times. Children may be given some 'cool down' time by standing at the side of the playground, sitting on the bench or standing with a member of staff. Any member of staff in response to inappropriate behaviour can initiate this. Lunchtime supervisors and on duty teaching staff are responsible for maintaining these systems throughout break and lunch times. A member of the Senior Leadership Team is always available during break time and lunchtime and can be consulted if support is required during these times. We do not tolerate aggressive verbal or physical behaviour targeted at another child or adult, and each incident is dealt with seriously and according to individual circumstances. In extreme circumstances, or aggressive behaviour displayed over time, a Fixed Term Exclusion will be given. 'Fixed Term Exclusions' may help to preserve the right to education of the other pupils. This decision will always be robust, fair and defensible.

Individual behaviour management systems

As a caring and inclusive school, we are aware that whilst our behaviour system will meet the needs of the vast majority of our children, it may not be suitable for every child. Therefore, we will review and adapt the management of this to suit individuals. Teachers will work with these children to agree an individual behaviour system, which will work alongside our whole school expectations.

Supporting Children

Southdale has four DSLs who are also the dedicated Inclusion Team. They support and monitor children's wellbeing and behaviour, and liaise with teachers and parents as necessary. The Inclusion team (this includes dedicated SEN and Pastoral staff) will work with staff and SLT to review behaviour and decide when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour.

REWARDS

Special Mentions	<ul style="list-style-type: none">• Achievements are awarded for learning and behaviour, including: attitude, effort, attainment which is either good for that child or is of a high standard for that age, social skills, manners.• These may be awarded to a child who has made significant progress/change and 'stands out' that week but also to those children who 'always' learn and behave in the best way possible• Each week the headteacher chooses one child to get the headteacher's award – this is for a child who has shone like a star in the universe.• Each teacher gives their child a 'special mention' and they receive a badge and a certificate• Children receive a 'shining like a star' certificate at the end of a half term if they have collected a weekly stamp without a consequence or red card, when they have shown exceptional attributes which are in line with our vision and values. To be given out in their class assemblies
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FIXED TERM AND PERMANENT EXCLUSION

Under exceptional circumstances, the Headteacher may issue a fixed term or permanent exclusion.

If the Headteacher excludes a child, they will inform the parents, giving reasons for the exclusion. Parents will be informed that they can appeal against the decision to the governing body. The Headteacher will follow DfE guidelines and would inform the LA and the governing body.

Exclusion would only be considered when all other reasonable strategies available to the school have been considered and found to be inappropriate or ineffective e.g.:-

- If the continued presence of the child was considered to be unsafe, either for the child or for others.
- Exclusion was necessary to deal with a crisis or emergency.

SUPPORT FOR CHILDREN WITH PERSISTENT BEHAVIOUR DIFFICULTIES

We recognise that some children will display more challenging or persistent behaviours and do not respond to strategies which are effective for most of the class. Our approach responsive to different children's contexts and includes management of behaviour as well as support for improvement. In such instances, strategies may include:

- Specific programmes of work to address emotional/behavioural development
- Involvement of outside agencies for supportive measures for the child/family and advice for staff
- Implementation of advice and strategies from outside agencies
- Behaviour risk assessments to identify triggers and pre planned responses to anticipated behaviours
- Individual Behaviour Plans (IBPs)
- Individual rewards and incentives matched to clear targets and monitoring of these.

As part of our inclusive ethos, our Christian Values and through the curriculum, we raise awareness that everyone is different and that different responses may be necessary for different children within the same core framework of our expectations and code of behaviour. This is important so that other children do not perceive these individual systems to be unfairly rewarding unacceptable behaviour. This mirrors our approach to inclusion and differentiation of work and working periods for children with specific learning needs.

PARENTS AND OTHER AGENCIES

We wish to work in partnership with parents to help children with behavioural/emotional difficulties. We are prepared to listen and be flexible in our response to individual needs.

- Parents will be contacted when behaviours are causing a concern and when individual target/monitoring sheets are put in place (See also Inclusion Policy)
- It is important for children and parents that parent contact is positive, not just negative and that parents are contacted regarding improved behaviours as well as about concerns.
- The SLT will support staff with exploring specific strategies and with devising and implementing appropriate personalised reward and sanction systems where children need additional support due to their specific needs.
- For children who continue to display disruptive behaviour and for whom other school systems do not appear to be effective, outside agencies such as Educational Psychology Service (EP), CAHMS (Child and Adolescent Mental Health Service), TYS (Targeted Youth Support), will be involved for support, advice and where necessary, assessment. (See appendix

- Ultimately, if a child continues seriously to violate the rights of others or shows no sign of wanting to/being able to change despite differentiated or additional support and provision, other sanctions such as exclusion will be considered.

TRANSITION

As part of any transition to a new teacher/class, staff meet to discuss individual children, including information about likely triggers, effective de-escalation strategies and systems which particularly engage and support individuals.

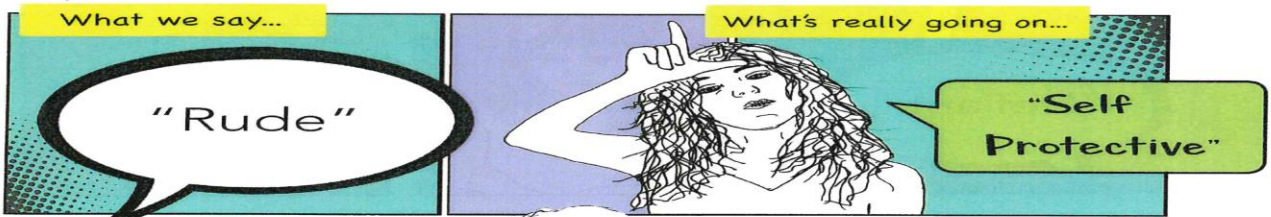
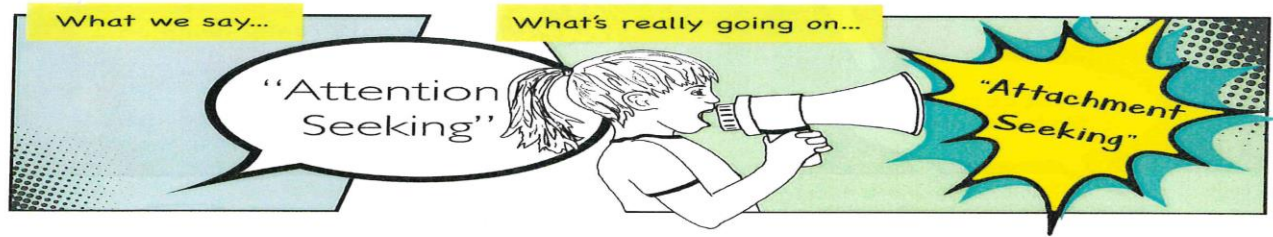
When children move between schools, relevant records are transferred alongside discussion with key staff in order to ensure consistency and a smooth transition.

STAFF DEVELOPMENT AND SUPPORT

It is the responsibility of all staff to develop and maintain good relationships, to implement our agreed expectations and 'preferred practices' for behaviour management, consistently and fairly.

APPENDIX 1





APPENDIX 2