



Policy Title Behaviour Policy

Adopted: February 2024

For Review: February 2024

1. Introduction – School Ethos

At Simon de Senlis **we hold an unconditional positive regard for children and high expectations** for the behaviour of everyone at our school. We strive to be a safe, happy, successful community where individuals are welcomed, accepted and equally valued. This ethos of positive behaviour allows for a focus on learning and success in all areas of the curriculum and school life. Children have the right to learn in a classroom free from disruptive behaviour and in an atmosphere in which their self-esteem can flourish.

Consistency is the key driver of a positive behaviour policy. All adults in school should be good role models to children and be enablers of positive behaviour. Staff at Simon de Senlis share an understanding of the language and consistent approaches we use to manage children’s behaviour. Through focused teaching and consistent approaches, our intention is that children should ultimately assume responsibility for their own actions and be able to self-regulate their behaviours.

2. What are the aims of this Policy?

- 2.1 To make clear the ethos and expectations of behaviour that are expected at Simon de Senlis.
- 2.2 To provide guidance on the systems and processes to use when managing behaviour to ensure a consistent approach – in particular about the **Routines, Responses and Relationships** in our school.

3. School Rules

At Simon de Senlis, we have the following simple and clear rules that apply to all members of the school community:

1. Have kind hands, kind feet and kind words.
2. Be honest.
3. Stay safe.
4. Work hard and learn from our mistakes.
5. Take care of our school, our belongings and other people’s.

4. Expectations of the school community:

4.1 Headteacher and SLT

- To take overall responsibility for the behaviour of children and staff.
- To lead by example when dealing with behaviour.
- To build positive relationships with children and adults amongst the school.
- To provide training, guidance and support for staff.



- To intervene with Behaviour Management at Level 2 and 3.

4.2 Staff and Governors

- To lead by example when dealing with behaviour.
- To build positive relationships with children and adults amongst the school.
- To have high expectations of children and be consistent in applying rewards and sanctions.
- To meet the educational, social and behavioural needs of all pupils through appropriate curriculum and individual support.
- To be proactive in communicating regularly between home and school.

4.3 Pupils

- To know and follow the School Rules.
- To attend school regularly and on time, with the correct equipment and uniform.
- To take responsibility for their own actions and behaviour.
- To understand how their behaviour can have positive or negative effects on others.

4.4 Parents

- To work with the school to ensure that their child behaves positively.
- To ensure that pupils come to school regularly, on time and with the appropriate equipment.
- To support the development of positive home/school partnerships.
- Where possible, inform the school of any changes in home circumstance that may affect the behaviour of their child in school.

5. Curriculum and Teaching

At Simon de Senlis, we understand the importance of providing an engaging and challenging curriculum that meets the needs of all pupils. We believe that well-planned learning experiences and an effective learning environment play their part in reducing unwanted.

The Jigsaw PHSE curriculum is used as part of the curriculum to develop children's interpersonal skills, strengthen relationships and build their self-confidence.

6. Rewards and Sanctions

At Simon de Senlis, we have a clear set of rewards and sanctions which are designed to encourage positive behaviour and to deter unwanted behaviour.

Appendices A & B lay out these rewards and sanctions which are used across school and adapted depending on the age of children.

7. Levels of Unacceptable Behaviour



We divide unacceptable behaviour into three broad bands (these are explained further in Appendix B under ‘consequences’):

Level of Behaviour	Definition	How is this dealt with?
Level 1: Low level	Low level disruption in classroom or around school.	By all classroom based staff in using classroom behaviour management techniques and systems, supported by Senior Staff.
Level 2: Consistent/significant disruption	Either consistent low level disruption or a one-off incident of more significance.	By Teachers alongside Senior Leaders in School (Phase Leaders or Assistant Headteacher) & Parents.
Level 3: Extreme	Consistent significant disruption or unsafe behaviour.	Assistant Headteacher, Deputy Headteacher, Headteacher & Parents

8. Routines

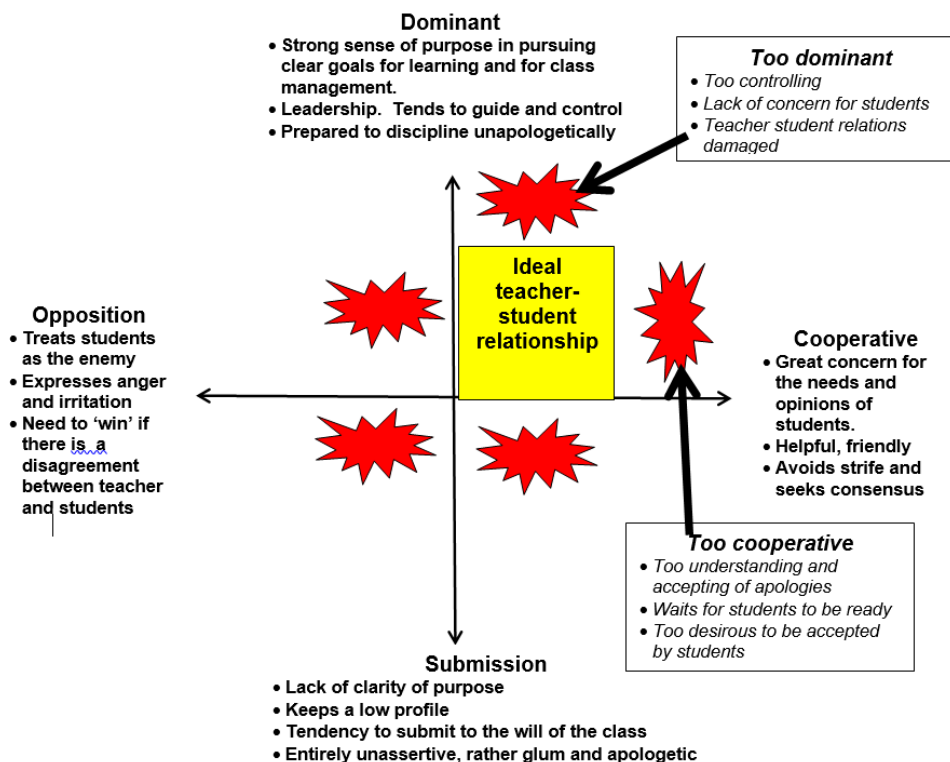
Establishing well-organised and practised routines is an essential part of achieving good order in the classroom and around school. At the beginning of each year and term, time is spent in classrooms clarifying and teaching explicitly the different routines that children are expected to follow. As and when new routines are required as the curriculum changes (such as residentials, swimming, dance at Danes Camp), these routines should also be taught explicitly and children should be given opportunities to practise.

9. Relationships

Healthy, teacher-student relationships are an essential element of developing good behaviour in the school and we use the following model as a guide for staff to evaluate where relationships are with the classes they teach (Source: [Geoff Petty – Evidence-Based Classroom Management and Discipline](#)).



The Ideal teacher-student relationship



10. Support systems for individual pupil need

From time to time, some children may display challenging behaviour which may require more individual intervention and support to address. In these cases, it is appropriate to develop individualised reward/target systems as a motivation to improve behaviour. A senior member of staff will be involved to monitor these at this stage and parents will be notified and kept informed of how these are being effective. Children with additional needs will be supported in line with our SEND policy.

11. Support systems for staff

The school will support staff to ensure that standards of pupil behaviour are met. Through professional development opportunities and in-house training, we seek to develop a staff that is confident in dealing with challenging behaviour effectively and successfully. All staff have a copy of this policy in order to that behaviour management is consistent throughout school. Staff having difficulties should speak to their Phase Leader in the first instance for guidance and support. All new staff undergo behaviour management training as part of their induction to ensure that they are fully aware of the Simon de Senlis ethos and approach. All staff receive annual behaviour management training to revisit this school approach.

12. Support systems for parents

Simon de Senlis Primary School has an open door policy where parents and carers are encouraged to visit and discuss any relevant issues. It is acknowledged that difficulties at home can have an impact on behaviour in school and vice versa. An open and supportive dialogue between school and home is often the best way to support changes in a child's behaviour. The



Family Support Worker is available to work with families and make links with other agencies where necessary.

13. Monitoring and review

Behaviour management will be under constant review throughout the school on a class and individual basis. The Assistant Headteacher reviews the behaviour OneNote weekly and addresses persistent issues with the class teacher immediately. All members of staff can seek advice and support from any member of the SLT at any time.

This document was produced in consultation with representatives from all members of the school community including staff, children, governors and parents.

This document is freely available on the school website and will be reviewed on an annual basis.

Signed

Headteacher

Chair of Governors

Date.....

Date.....

Appendix A – Praise and Rewards

At Simon de Senlis we use the following strategies to praise and reward children.

- **Smiles, praise and encouraging words** – children need praise like plants need water
- **PIP and RIP** (Praise in Public, Reprimand in Private)
- We always **focus on positive behaviour** and try to spot children who are doing the right thing. “Thank you ___ for being ready to listen”; “Thank you ___ for looking this way”; “Thank you ___ for your maturity” etc.
- **Proximity praise** - we praise other children, seated around a child, who are doing the right and required thing.
- A **phone call home** to a parent for **praise**, which can be far more effective than several negative calls.
- Positive language for correction- instead of ‘don’t run’ we use ‘please walk’.

Star of the Week

Every week, a child is chosen from each class by their teacher to receive the Star of the Week award in achievement assembly on Friday. Star of the Week’s parents are invited to Achievement Assembly.

Achievement Assembly (every Friday)



Achievement Assembly is a time to celebrate the achievements of children in and out of school. Children can bring in certificates and awards from home and receive them in front of the school.

Credits/Dojos

'Dojos' are awarded for areas where children go above and beyond the School Rules to reward their effort. These can be awarded for the following areas:

- Great effort within class
- Being an industrious or resilience learner
- Being an Agile Learner
- Making a 'Dent in the Universe'
- Good effort with Key skills or Home Reading
- Positive Behaviour around school or in assembly

Class teachers may also add categories that they are working on within their class.

Dojos are recorded in Class Dojo. Staff should ensure that there is a fair distribution of reward across the year group.

In KS1 children receive a certificate for every 15 Dojos collected. In KS2 children receive the following when collecting Dojos:

- 10 = first certificate
- 20 = one-star badge
- 50 = two-star badge
- 100 = three-star badge
- 200 = metallic badge

Houses

Each child is assigned to a 'house' when they start school: Dragons, Unicorns, Knights and Wizards. This will develop team spirit and competition. They will remain with the same house for the duration of their time at this school. Siblings will be in the same house and staff will also be assigned to a house. One point will be awarded to their house when they receive a Dojo. The house points will be announced and displayed weekly in class areas and also within the whole school Achievement Assembly. There will be a Year 6 Captain and Vice-captain for each house – a formal procedure will be followed in their appointment and they will be expected to be good role models for their house. Year 6 will be responsible for collecting weekly scores and collating the Dojo totals each week. They will also give an inspirational message to the whole school in the Celebration Assembly each Friday.



Whole class credits

All the class contribute to a shared behaviour target. If they achieve it, the class receives a shared reward.



Appendix B - Consequences

Alongside rewards to encourage positive behaviour, consequences are an important deterrent in reducing unwanted behaviour. We use the 1,2,3 magic behaviour system.

We divide unacceptable behaviour into three broad bands:

Level 1: Low level

Level 2: Consistent/significant disruption

Level 3: Extreme

Children need to learn that there are consequences for their actions, and that the behavioural boundaries are there for a reason.

Level 1 Behaviours

Whole School Approach to Classroom Behaviour

Level 1	Stage 1	Individual reminders. Name is written on the board by teacher (KS2)	'That's a 1'
	Stage 2	2 nd Individual reminder – Name is written on the board by teacher (KS2) or moved to the cloud (KS1)	'That's a 2'
	Stage 3	Miss minutes of next break-time (minutes relate to age). Recorded in the Class Behaviour OneNote.	'That's a 3'
Level 2	Stage 4	Refer to Phase Leader – Possible strike. Teacher to contact parents/carers.	
Level 3	Stage 5	Severe disruption, unsafe behaviour or racist incident. Refer to Assistant Headteacher, Deputy Headteacher or Headteacher. Contact with parents/carers made.	

Level 2 Behaviours

If in the same week, there is consistent challenging behaviour (3 instances of children missing minutes at break time), this will be picked up by the Phase Leader or Assistant Headteacher who will arrange a meeting with parents. An ongoing behaviour record and/or contract will be set up to monitor the behaviour.

The Assistant Teacher will monitor 'strikes' to ensure support is given to staff, parents, professionals and support is given to individuals.

At times, it may be necessary for outside professionals to be involved to support emotional and behavioural needs. In these cases, the Inclusion Manager will support the class teacher and year group team to deliver suggestions and strategies.



If a child engages in a physical or racial attack or swears they will receive an instant STRIKE. This will involve a loss of minutes at playtime, a phone call home and reported to the Phase leader. For more serious incidents, the child will be reported to the Headteacher immediately. An Internal inclusion may also be used in some cases.

Level 3 Behaviours

Occasionally, behaviour may escalate to Level 3. At this stage, the Headteacher, Deputy Headteacher or Assistant Headteacher will be urgently and directly involved in managing this.

Examples of Level 3 behaviours are as follows:

- Bullying (please see anti-bullying policy for more details)
- Persistent disruptive behaviour
- Damage to property
- Physical assault against an adult or pupil
- Theft
- Verbal/racist abuse against an adult or pupil
- Inappropriate sexualised behaviour
- Drug and alcohol related behaviour

In extreme cases, children will be given a fixed term suspension or be permanently excluded. The Headteacher has the responsibility for giving fixed-term suspensions or permanent exclusions in line with the exclusion policy. These decisions will be discussed with the CEO of NPAT, Julia Kedwards.



Appendix C - Expectations of Behaviour

At Simon de Senlis, we understand that it is the responsibility of every adult to encourage children to work together and to expect the very best behaviour in every aspect of school life. The following are specific expectations that we have

Movement around school

- Children should move quietly and sensibly around school.
- Talk with quiet voices.

Classroom

- Each class will have their own behaviour for learning expectations displayed, in age appropriate terminology, on the wall. These rules will be discussed and practised at the beginning of each term and whenever the teacher feels it is relevant to revisit them.
- Children will complete independent work in silence to ensure that they are fully focussed on the task with no distractions.
- Each class will have a seating plan that maximises each child's capacity to learn.
- Teachers and support staff meet and greet the children at the door each morning and see them out at the end of the day.
- Each classroom has a timetable displayed in the classroom daily.
- All staff use the same, clear routine for stopping the class.
- We use '100% compliance' from Doug Lemov's Teach Like a Champion to ensure that each child is fully focussed during direct teaching times.

Assembly

- Children should enter and leave assembly in silence and transition from their classes.
- Staff use non-verbal cues to direct children to maintain silence.
- Children remain stood until directed to sit by their class teacher.
- Stand up to sing and sing well!
- Children enter and leave via:
 - Reception, Year 1 & 2 (main door)
 - Y 3&4 (outside door)
 - Y6 (Drama Studio) leave first.
 - Y5 leave via the far door in the hall.

Playtimes and Lunchtimes

- All children leave class with an adult escorting them to the playground.
- Remember to have buddies set up for those children that need them.
- Children go to staff on duty if there are any problems e.g. hurt, disputes.



- To line up or go in as soon as the end of playtime is signalled.
- Children should be lining up in silence, facing the front.
- Walk in with teacher quietly.
- Should be ready for the next lesson to start with equipment and books on desks.
- There will be a transition task ready to complete immediately after a break to settle children quickly.
- Each class has a trug of equipment to use at breaktimes.
- Every lunchtime, a group of trained sport's leaders, under the direction of trained Lunchtime Supervisors, engage the pupils in a range of activities across zones of the playground.
- Children who take part in the activities at lunchtime will not have not received a warning for their behaviour in class that morning.

Toileting

- Encourage children to go at the beginning of playtime and before lessons start.
- Although they are encouraged not to, children are allowed to go to the toilet during lessons and individual teachers have a system set up to ensure children are safe and learning is least interrupted.

Lunch and Breaktime supervision

- Unfinished work or work that is not completed to a satisfactory standard should be completed during break and lunchtimes.
- If children are given permission to stay in during lunchtime or break times, they should be directly supervised by staff at all times.

Outside of school

- The Headteacher has discretion to discipline pupils for their behavior outside of school when the behavior is likely to impact behavior in school or the name of the school is brought into disrepute.



Whole School Approach to Classroom Behaviour

Our School Rules:

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2. Be honest.
3. Stay safe.
4. Work hard and learn from our mistakes.
5. Take care of our school, our belongings and other people's.



At Simon de Senlis,

Behaviour		What Happens?	Our Teacher will say
Level 1	Stage 1	Individual reminders Name is written on the board by teacher (KS2)	'That's a 1'
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