



# Sutton on the Forest CE VC Primary School Behaviour Policy



## Rationale

All teachers have the right to teach and all children have the right to learn. This is with equal regard to race, age, gender, ability, creed and religion. The school strives to give equal access to the curriculum. Good behaviour and discipline are essential to successful teaching and learning. Consequently, all curriculum documentation and other policies should pay due regard to the aims and objectives of the behaviour policy. It is important to have high expectations of behaviour from all our pupils; these will be taught and reinforced in class. Parents are partners in the establishment of good behaviour and discipline.

A behaviour policy will only work successfully where all adults within school take responsibility for the actions of all pupils, whether they usually work with them or not. All adults have the responsibility to encourage and support good behaviour, applying the code fairly and indiscriminately.

**Aim:** *All pupils will be able to learn in a safe, purposeful and happy environment.*

## Objectives:

- Each classroom will display whole school Golden Rules, in appropriate language for the age of the children.
- All staff will employ restorative practice principles. (See Appendix)
- All class teachers will keep an incident log (Behaviour Book) which will be monitored by the Headteacher. Notes of incidents should be read back to the children and children asked to sign to show that it is an accurate account. To deal quickly and consistently with incidents of violence, any physical injury will be recorded on an Incident Form kept in a file in the School Office.
- To tackle all cases of bullying through the Anti-Bullying Policy.
- To deal quickly and consistently with incidents of abusive language.
- Rules will have meaning and relate to the learning of pupils.
- Emphasis on praise and rewards.
- Sanctions will be used in accordance with restorative practice strategies.
- Racism – all aspects of racism need to be recorded in the Blue Record Book in the School Office.
- Any use of physical restraint must be reported to the head teacher & recorded in the blue book in the office
- All accidents will be recorded in the Accident/Incident book in the School Office.

**Aim:** *Pupils will be able to work in an environment that values them as individuals and preserves or enhances their self-esteem.*

## Objectives:

- Success will be celebrated – Golden Playtime, Celebration Assembly, Special Certificates, Reward Systems, MSA Awards etc.
- At the end of each half term, children who consistently follow Golden Rules will be rewarded.
- Use of an appropriate curriculum that takes account of a pupil's skills and abilities.
- An effective SEN Policy which makes provision for pupils with emotional and behavioural difficulties.
- PSHCE work which tackles issues relating to feelings and personal problems.
- Consequences/punishments will not be degrading or humiliating.
- Teachers will use appropriate language when dealing with incidents of inappropriate behaviour.

- The school will encourage the development of positive relationships between pupils.
- A system of Assertive Discipline and Restorative Practice will be employed as far as possible.

*Aim: All pupils will demonstrate a respect for others and their property and a proper regard for authority.*

**Objectives:**

- Opportunities to reflect upon behaviour within the curriculum or as part of behaviour plans.
- Encouragement to empathise with the situation of others.

*Aim: All pupils will be polite and courteous.*

**Objectives:**

- All adults and older pupils will set an example of politeness and courtesy.

*Aim: Pupils will be taught how to behave appropriately through positive approaches and support.*

**Objectives:**

- Use of praise and reward in lessons and school-wide.
- Teachers to focus praise upon appropriate behaviours.
- Positive ongoing communication with parents.
- The school will celebrate success.

*Aim: Pupils will have a clear understanding of behaviours that are acceptable and those that are unacceptable to school.*

**Objectives:**

- Teach those behaviours that are expected regularly.
- Consequences and sanctions will be used linked with the restorative practice principles.

*Aim: An understanding of right and wrong.*

**Objectives:**

- Curriculum consideration to developing moral values and relating these to personal behaviours.

*Aim: The school will be consistent, fair and sensitive in its treatment of pupils.*

*Aim: Pupils will be self-disciplined.*

**Objectives:**

- Opportunities for pupils to reflect upon their behaviours within the curriculum and as part of the behaviour plan and using the restorative practice principles.

*Aim: To develop links with parents so that they feel that they have an important role in teaching their children how to behave properly.*

## **Objectives:**

- **Regularly** sending **good news** to parents as well as informing of concerns-using “Notes Home” pads and personal phone calls
- Having agendas for meetings about their child which are positive.
- Problem solving partnerships with parents.
- It is essential that our parents understand and support our Behaviour Policy, as a parent or carer of a child at our school these are our expectations:
  - To make children aware of appropriate behaviour
  - To encourage independence and self-discipline
  - To show an interest in all that their children do at school
  - To support the school in implementing this policy
  - To be aware of our Golden Rules

**Aim:** *To involve parents in a constructive way at an early stage.*

## **Objectives:**

- Home/School Agreement Forms to be sent out to each child annually.
- Positive approaches made to parents throughout the year.
- Behaviour plans state how parents will become involved.

## **The Basic Code of Conduct.**

The ethos and behaviour of the school is underpinned by our Golden Rules;

- We have kind hands and feet
- We listen and we follow instructions first time
- We care for everyone and share
- We look after property
- We use are polite and kind to everyone and use language that doesn't hurt or upset

How the elements of the code are worded will vary depending on the age of the children but the spirit of the code will be present in all its forms. To ensure the success of the code each class will have an agreed process and set of rewards and sanctions. These will be displayed prominently in the classroom alongside the code and copies will be sent home to encourage the whole school community to engage with them.

## **Rewards**

At the heart of our behaviour policy is the belief that rewarding good behaviour is more effective than simply punishing poor behaviour.

Across the school there will be a universal reward of Golden playtime as a reward for pupils who keep our Golden Rules and who consistently line up sensibly at the beginning of the day, playtimes and lunchtimes. This will generally happen on a Friday afternoon and will be given for consistently good behaviour and lining up across that week. It is a class award and children are encouraged to work as a team. Classes who follow our Golden Rules will earn up to 25mins Golden playtime (5x5mins per day)

## **Weekly Golden Playtime**

Pupils will be given a menu of activities for Golden time these may include additional free time, a sporting activity, a creative activity or another activity deemed an appropriate use of time by the class teacher. Class teachers will agree how they will effectively/safely cover the chosen activities.

In addition each class may also negotiate their own range of rewards depending on the age of the pupils. Such rewards must be clearly understood by all the pupils and clearly displayed. They should always encourage compliance to the code and increasingly encourage pupils to be self-motivated in keeping to the code. They should be progressive in nature and provide the opportunity for pupils to be recognised as good

models of behaviour within school who are celebrated. Such rewards should be reported to parents at appropriate times so that they can join in the celebration and rewarding of good behaviour.

Such rewards should not include items such as sweets, which run counter to the healthy eating commitment of the school.

### Sanctions

Sanctions work best where they are proportionate and used as a last resort. Pupils have a right to expect fair and consistently applied sanctions for poor behaviour. Such sanctions should only be applied to those who have chosen not to follow our Golden Rules, not to a group of pupils indiscriminately. They should always be used on the basis of correcting the specific behaviour and never used to comment on the child themselves more generally. On rare occasions staff may use raised voices to give auditory indication that a child needs to follow instructions, however the use of the code should normally be operated within a context of calm application.

Whilst each class will word their sanctions slightly differently to help the understanding of different groups of pupils the process will be the same across the school using the "Treasure Chest" model.

Each class has the same clearly displayed visuals on their classroom wall to remind children of the sanctions

The following escalating sanctions will be used across the school.



All pupils begin each day with their names in the Treasure Chest (they are referred to as our little treasures)

- 1) A verbal reminder stating clearly what the child is getting wrong and what the expectations of the teacher are. (No loss of any playtime)
- 2) If the child has to be reminded about their behaviour again their name will go in the class simmering pot (No loss of any playtime).
- 3) If the behaviour persists the child may be moved within the class and their name will be placed on the "green rung" of the class behaviour ladder (Loss of 5 minutes playtime for that day or the following day)
- 4) Continued poor behaviour will lead to their name being placed on the "yellow rung" of the class behaviour ladder. This **may** lead to removal to another class, the office or head teacher for 15minutes (work to be taken), it will also result in a loss of 10 minutes playtime).
- 5) No improvement in behaviour means the child`s name will be placed on the "red rung" of the behaviour ladder. This equates to loss of 15 minutes playtime supervised by a member of staff, with work to be completed. At this stage parents are informed by the class teacher when the child goes home. (the child will also lose 5 mins of whole school golden playtime)
- 6) Removal of the child to the Head Teacher (or other senior member of staff). The sanction for the child at this stage is at the discretion of the Head Teacher but will always include the child not being able to use the playground again until a significant and sustained improvement in behaviour is observed (at least 1 day). The child will also not be returned to the class for at least the remainder of that

learning session. At this stage the Head will talk to parents when the child goes home. (loss of all golden playtime for that week)

- 7) Pupils are actively encouraged to improve their behaviour so that they do not progress any further up the ladder in any given day.

The progress of each child through these sanctions will be clearly visible on the class display but should also be recorded on a tracking sheet. Any pupils who are recorded in the tracking sheet will lose a proportion of their golden playtime for that week. At the start of each new day the process will begin again and the “slate” be wiped clean from the previous day.

This process will need to be fairly enforced and used. Stages should not be skipped, except in specific instances –

- (a) where the child is putting themselves or another in imminent or actual danger of physical harm (including spitting),
- (b) where the child swears at an adult and
- (c) when a child uses language that discriminates (racist, homophobic, language relating to travelling families).

In all three of these instances the child should be moved to stage 6 and the Head Teacher or other senior staff involved.

#### Use of Restorative practice

Where ever possible restorative practice will be used. This is paramount to help pupil develop skills to avoid repeating the same mistakes.

#### Children with social, emotional and behavioural difficulties

For pupils who regularly break the code additional provision will need to be put in place to identify their additional needs and support them to return to keeping the behavioural expectations of the school community. Such support will clearly seek to identify the underlying causes of such behaviour. Within the school there will be a small number of children who have social, emotional and behavioural difficulties beyond the norm. These children will have targeted provision maps to support them. As such the process outlined within this programme will be applied and may need to modify the application of the class sanctions. This will need to be clearly understood by the child themselves and the other pupils within the class. All such programmes should be seen as temporary measures that will return the child to the code governing the behaviour of the majority of pupils within the school. With such programmes the Head Teacher/SENCo will be involved by a referral in the usual way and outside support may be requested (subject to the agreement of parents or carers).

#### Appendix 1

The aim of restorative practice is to develop community and to manage conflict and tensions by repairing harm and building relationships.

All staff will follow these principles and will use the structured questions below:

#### Appendix 2

Copy of Whole School Golden Rules  
Copy of Incident Report Form  
Copy of Visual Behaviour Chart

Reviewed April 2016

Next Review: April 2017

# Sutton on the Forest Primary School

## School Rules

Our school's Golden Rules are:

- We are always kind, honest, helpful and polite to others.
- We care for and respect our School; our own and other people's belongings.
- We always walk when inside the school
- We follow instructions first time
- We keep hands, feet, objects and bad words to ourselves
- We use appropriate voices, in all situations.

With the support of parents and governors we hope that these rules will help to ensure that our school is a safe, caring environment where each member is valued and can learn effectively.



All children begin each day with their names in the treasure box

**STEP 1**

A verbal reminder stating clearly what the child is getting wrong and a reminder about teacher expectations.

**STEP 2**



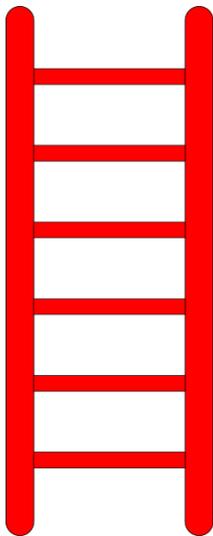
If the child has to be reminded about their behaviour again their name will go in the simmering pot.

**STEP 3**

**STEPS 4-7**

If the behaviour persists the child may be moved within the class and their name will be placed on the "green rung" of the class behaviour ladder  
LOSS OF 5 MINUTES PLAYTIME

Continued poor behaviour will lead to their name being placed on the "yellow rung" of the class behaviour ladder  
LOSS OF 10 MINUTES PLAYTIME



If the behaviour persists the child may be moved within the class and their name will be placed on the "red rung" of the class behaviour ladder  
LOSS OF FIFTEEN MINUTES PLAYTIME  
PARENTS INFORMED

Continued poor behaviour will lead to being sent to the Head teacher (or senior member of staff). The sanction will be at the discretion of the head teacher.  
PARENTS MUST BE INFORMED