



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.

Exclusion

The school will try and identify and thus intervene as early as possible to address emerging behaviour problems, including those masking underlying learning difficulties or disabilities. However, on rare occasions, a child may be excluded in response to serious breaches of the school’s behaviour policy, and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school. The decision to exclude a child will be made in collaboration with the governing body once all relevant factors have been considered and all available strategies have been exhausted. The school will follow LA guidelines on exclusion procedures. The Headteacher will arrange a reintegration interview with the child and parents/carers following any exclusion.

Restraining Pupils

The powers of teachers and other staff on the use of reasonable force to restrain pupils are contained within Section 550A of the Education Act 1996. A summary of the relevant section of the Act is set out below:

“Teachers and other persons who are authorised by head-teachers to have control or charge of pupils of pupils may use ‘reasonable force’ to prevent pupils from:

- ✓ Committing a criminal offence, whether or not the pupil concerned has reached the age of criminal responsibility (10 years old).
- ✓ Injuring themselves or others.
- ✓ Causing damage to property.
- ✓ Engaging in any behaviour which has a negative impact on maintaining good order and discipline at the school or on other pupils.”

The school has several guidelines for physical restraint:

- ✓ Physical restraint should only be used in exceptional circumstances.
- ✓ The physical restraint of a pupil should not be considered as a routine or regular act.
- ✓ Where teachers judge that it is necessary to use physical restraint, they should make every reasonable effort to summon assistance as soon as possible and send the red triangle to another member of staff.

- ✓ Training (Team Teach) will be provided to relevant members of staff on pupil restraint, when appropriate. Teaching staff trained in Team Teach will, whenever possible, restrain a child until the child can be moved to a safe area.
- ✓ Teachers should not feel obliged to intervene where their personal safety or integrity is at risk.
- ✓ Incidents of physical restraint will be recorded in the Behaviour Book and reported to the Headteacher and governing body as soon as possible after the time of the incident, and an appropriate consequence will be selected from the discipline plan.
- ✓ Parents will be notified as soon as feasibly possible.

The Headteacher and all staff will :

- ✓ Promote an 'open door' policy.
- ✓ Ensure the policy is implemented.
- ✓ Encourage a whole-school approach.
- ✓ Keep a record of behavioural incidents .
- ✓ keep a record of any incident where restraint is used.

The SENCO will:

- ✓ aid teachers in supporting children with behavioural needs.
- ✓ Contact outside agencies when appropriate.

Governors will:

- ✓ Be well-informed through the leadership of the head teacher.
- ✓ Support the staff in implementing the school's behaviour policy.
- ✓ Monitor and evaluate the effectiveness of the policy.
- ✓

Parents will:

- ✓ Inform the school of any changes in home circumstances that may impact on the child's behaviour in school.
- ✓ Feedback to teachers any information about their child's behaviour, so teachers can build on this.
- ✓ Approach class-teachers initially over concerns about a child's behaviour. The school needs to be aware of a problem, so it can be dealt with effectively.
- ✓ Make an appointment with the Headteacher if a satisfactory outcome to their problem is not achieved by the class teacher.
- ✓ Support the behaviour policy by signing the Home-School Agreement to agree to the conditions and guidelines laid down by it.
- ✓ Come into school when requested to do so, to discuss their child's behaviour with the class teacher or Headteacher if necessary.
- ✓ Make good by payment the damage done to school property caused by their child. This will encourage individual responsibility for maintaining the school environment.
- ✓ Act as role-models when in school themselves, encouraging their children to follow the school rules.
- ✓ Use their influence on their children to support the school and its staff in requiring care and consideration for everyone.
- ✓ Conduct themselves in a reasonable and responsible manner towards staff, pupils and other parents.

Children will:

- ✓ Follow the rules set down in this policy.
- ✓ Be aware of the consequences of good and poor behaviour.

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



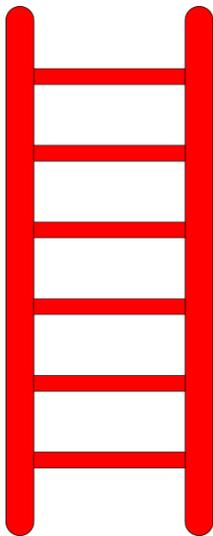
If the child has to be reminded about their behaviour again their name will go in the simmering pot.

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