

Sutton on the Forest CE (VC) Primary School



Behaviour Policy

2018-2020

Sutton on the Forest CE Primary School

BEHAVIOUR POLICY

RATIONALE:

At Sutton, we have high expectations of everyone, both staff and children. We know that we must have a shared approach to behaviour issues while acknowledging that how we handle relationships depends upon the age of the child, the context and the particular circumstances.

AIMS:

- Staff shall be organised, enthusiastic, approachable and in control of a stimulating classroom environment.
- Staff to have a respect for the individual, to be kind, to have time to listen and time to show a sense of humour.
- Children and adults will take responsibility for their own action, be courteous, have a respect for other people, their property and the environment.
- Children and adults will always have a willingness to try to give their best effort.

We realise that the extent to which children are able to achieve these things depends in part upon their home background, upon their own character and abilities, as well as what they learn from school.

We will need to pass on information to other adults involved with the child so that incidents are dealt with as part of a pattern rather than as isolated incidents.

GUIDELINES:

Bullying will not be tolerated and will be dealt with swiftly and appropriately. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. The rapid development of and widespread access to technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.' These powers will be implemented at Sutton on the Forest CE Primary School

The following websites are available and staff and pupils are made aware of them;

- ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves
- Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
- Digizen: provides online safety information for educators, parents, carers and young people.
- Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

Staff will encourage positive behaviour in the following ways:

1 Organisation

Thinking carefully about organisation of seating, movement round the classroom. Changeover from one activity to another. Some children find these situations especially difficult and should be kept back or sent ahead.

2 Relationships

Establish positive relationships with the class, aim to raise everyone's self-esteem – also take every opportunity to tell the "good news" about a child to the parents to build a positive image.

3 Explain rules with the class and talk through them often

Rules should be positively phrased whenever possible. Reward compliance, with praise statements which outnumber negative statements. Any classroom rules should cover similar ground to the school rules.

4 Staff roles

Staff behaviour serves as a role model for the children. Children learn best and behave best when they know what to do and what is expected of them; when they are positively encouraged to behave well; when they are consistently, fairly and appropriately treated when they don't behave well.

Sutton on the Forest CE School Rules

- ❖ We are kind, honest, helpful and polite to others.
- ❖ We keep our hands, feet, objects and bad words to ourselves.
- ❖ We care for and respect our own and others belongings.
- ❖ We always walk when we are inside school.
- ❖ We follow instructions first time.
- ❖ We always try to do our best.

REWARDS

- Praise.
- Behaviour certificates (Bronze (10 weeks on green), Silver (20 weeks on green), Gold (30 weeks on green), Platinum (full year on green))
- Class rewards, treats and privileges. The teacher will arrange these, tailored towards the age of the children.
- Visit to the head teacher for a special sticker or praise.
- A special mention in achievement assembly.
- Golden Table (lunchtime)

CONSEQUENCES

Children will be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour. Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate exclusion.** However, as a general rule for minor misdemeanours, the following sequence should be adhered to.

Traffic Lights

A Traffic light system is in place in school. The traffic light system is in place throughout the whole school day (assembly, playtime, lunchtime) and follows a stepped approach.

1. All children begin on green. Given a first warning but remain on green.
2. Second warning places them between green and amber.
3. The next warning is a move to amber. The child will miss 5 minutes of their playtime.
4. The next warning is move to red and the child misses their whole playtime and spend time with another colleague (this will be spent outside to ensure the child gets fresh air unless very cold). They will also have a note sent home from the class teacher. (see appendix 1)
5. The next warning, the child has time out of the classroom with work to continue in the Headteacher's office for the remainder of the session. A letter will be sent home that must be signed and returned. (see appendix 2) The incident will be logged on CPOMs. Any unfinished work will be sent home to complete for the following day.

On return to the classroom, the child remains on red. They will return to green the following day.

Persistent Behaviour

If the child's behaviour is not being addressed positively through the traffic light system, the following procedures will be explored.

- Use of Behaviour Profile to assess strengths and needs to target support. Refer to provision map for inclusion.
- Letter home to parent highlighting area of unacceptable behaviour.
- Contact parents to discuss behaviour and future course of action.
- Child specific action plan for future behavioural support.
- Referral to behaviour support/educational psychologist and any other relevant external agency.
- Discussion of **Department for Education Exclusion Guidelines** takes place with all concerned.

Severe Behaviour

- Violent, physical behaviour with another child or adult. Using foul or abusive language
- Use of racist language or homophobic language
- Persistent defiant refusal to follow an instruction.
- Behaviour that puts their own or others safety at risk

Severe behaviour will result in immediate sending to the head teacher and immediate contact with parents.

Procedures for persistent behaviour will be explored (as above).

LUNCHTIMES – Midday Supervisor Assistant (MSA)

At lunch time the school rules apply as at any time of day. MSAs will use the same strategies as other staff, teaching their routines, using positive recognition, building positive relationships, re focussing behaviour.

Rewards will be:

- Housepoints
- Golden ticket for the Friday Golden Table
- Praise

Consequences will be:

- Moved on traffic light system
- Children to be sat at a different table on their own
- Miss playtime

PLAYTIMES

Similar to lunchtime – positive recognition and refocusing behaviour, plenty of praise but incidents will be reported to the class teacher.

COLLECTIVE WORSHIP

Particular routines of walking in quietly and sitting still without chatting apply as well as the school rules. Refocusing etc is not feasible in collective worship so breaking the rules will be followed by:

1. Moved to a new place.
2. Send to another member of staff.
3. Ask to stand up during assembly.

The class teacher will be informed to link with the traffic light system.

PERFORMANCE INDICATORS/MONITORING

- Incidents recorded on CPOMs and Headteacher alerted.
- Question pupils to check that bullying is being dealt with.
- Feedback from staff that guidance is being followed consistently.
- Observation by all staff during lessons and around school that praise is being used.
- Regular monitoring of the behaviour action plans.

SANCTIONS PROCEDURE

Step 1

Traffic Lights and note sent home.

Red- Go to another colleague with work to do for the remainder of the session

Amber- Time out in the classroom, missed playtime, missed lunchtime accordingly

Green

Step 2

Time out with Headteacher (1 session). Letter sent home and incident logged.

If 'Red behaviour continues/ escalates then child spends the rest of the session/day with the Headteacher as appropriate

Step 3

Repeat of time out with Headteacher for extended period. Letter sent home and incident logged

Step 4

If a child is persistently on red, then a behaviour profile will be completed and action plan put in place specific to the child. This may include;

- Time with ELSA
- Team building exercises
- Behaviour support worker involvement
Educational Psychologist involvement
Internal exclusion (1-5 days)
- Fixed Short Term Exclusion (up to 5 days per term)
- Fixed Long Term Exclusion (up to 45 days per year)
- Permanent exclusion

Appendix 1

Note sent home from the teacher for reaching red on the Traffic Light system

Date _____

Dear Parent/Carer of _____

This is a note to inform you that your child did not follow school rules and, in accordance with the school's Behaviour Policy, was placed onto red on the class traffic light. They have missed fifteen minutes of their playtime. They will be moved back to green on the class traffic light tomorrow morning.

Signed _____ (class teacher)

Appendix 2

Letter sent home from the Headteacher regarding persistent behaviour



Headteacher: Mrs Helen Pye
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Dear Parent/Carer

I regret to inform you that your child's behaviour has resulted in them being removed from the classroom and completing their work in the Headteacher's office. They have also been recorded on CPOMs (online safeguarding tool). If your child is recorded on CPOMs more than three times over a half term, you will be asked attend a formal meeting with the myself and the class teacher to discuss next steps to improve your child's behaviour in school.

Could you please sign the slip below and return to school to confirm that you have received this letter.

Yours faithfully

Helen Pye

Headteacher

Persistent behaviour letter

I confirm that I have received a letter regarding _____ behaviour.

Signed _____

Document Status

Date of next Review	October 2020	Responsibility	Headteacher
Date of Policy Creation	May 2018	Approved	May 2018
Date of Policy adoption by Governing Body	May 2018	Signed: <i>Howard K Hall</i> Chair of Governors	
Method of Communication	Website/Policy File		