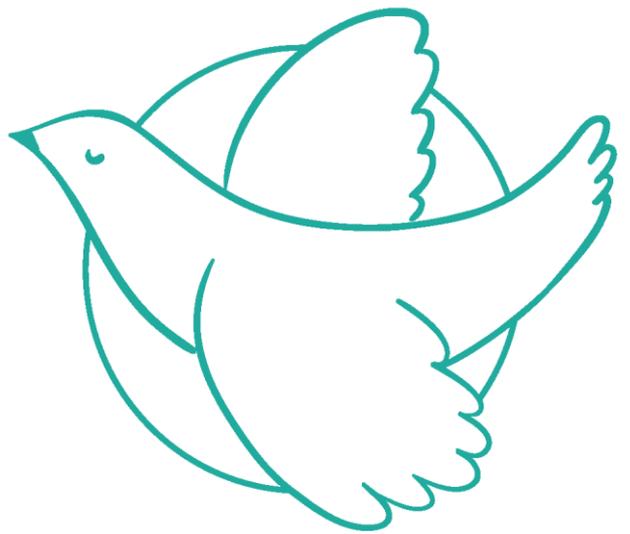


Sutton on the Forest CE Primary School



Behaviour Policy

2019-2021

(Covid-19 amendment June 2020)

Sutton on the Forest CE Primary School

BEHAVIOUR POLICY

Our vision is to value everyone to enable them to develop curiosity, ignite a love of learning, discover talents and reach their full potential in a caring and secure environment. This vision is rooted in our Christian values of respect, compassion, friendship and perseverance that are at the heart of our school.

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 individual circumstances. Our behaviour policy links with our school vision of '***Small school, big heart, aiming higher together***'.

AIMS:

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

Staff will encourage positive behaviour in the following ways:

1 Organisation

Thinking carefully about organisation of seating, movement round the classroom and transition from one activity to another. Some children find these situations especially difficult and different arrangements will be applied to situations dependent on need.

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 good behaviour, 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 C of E Primary 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.
- Class rewards, treats and privileges. The teacher will arrange these, tailored towards the age of the children.
- Housepoints
- Visit to the head teacher for a special sticker or praise.
- A special mention in achievement assembly. (no assemblies)
- Certificates over the year rewarding children who have remained on the green traffic light. 10 weeks bronze, 20 weeks silver, 30 weeks gold, 35+ weeks platinum. (These do not need to be consecutive weeks)

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.
2. **First warning** - remain on green.
3. **Second warning** - places them between green and amber.
4. **Third warning** – the child moves to amber and misses 5 minutes of their playtime (this will be spent outside to ensure the child gets fresh air).
5. **Fourth warning** – the child moves to red and misses their whole playtime (this will be spent outside to ensure the child gets fresh air). They will also have a note emailed home. (see appendix 1)
6. **Fifth warning** – Due to the Covid-19 crisis, we are unable to remove the child from their bubble, therefore the parent/carer will be contacted and the child will go home.

The class teacher has the discretion to move the child straight to orange should the behaviour displayed warrant this.

Severe Behaviour

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

Severe behaviour will result in immediate contact with parents and the child sent home.

Procedures for persistent behaviour will be explored.

Persistent Behaviour

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

- Contact parents to discuss behaviour and future course of action.
- Child specific action plan for future behavioural support.
- Time with in-school ELSA (Emotional Literacy Support Assistant)
- Referral to behaviour support/educational psychologist and any other relevant external agency.
- 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

Playtime/Lunchtime – Midday Supervisor Assistant (MSA)

At playtime/lunchtime the school rules apply as at any time of day. Staff will use the same strategies as stated above and the class teacher being notified at the end of the breaktime.

COLLECTIVE WORSHIP

Particular routines of walking in quietly and sitting still without talking apply, as well as the school rules. Refocusing etc is not feasible in collective worship so breaking the rules will result in being:

- Moved to a new place.
- Removal from collective worship

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

PERFORMANCE INDICATORS/MONITORING

- Behaviour tracking sheets completed daily and given to the headteacher on Friday.
- 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.

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
Sutton-on-the-Forest CE Primary School
Main Street
Sutton-on-the-Forest
York YO61 1DW

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. Their behaviour has 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

Behaviour letter

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

Signed _____

