

Sutton on the Forest CE Primary School

Behaviour Policy 2022-2024

Written September 2022
Review September 2024

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 the particular 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 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, and have 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 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

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 thought should be given to how a child can be supported to succeed.

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.

5 **Children with SEND**

Staff are responsible for the teaching and learning of all pupils. Staff should be fully aware of SEND when managing classroom behaviour and seek advice from the school special educational needs coordinator (SENCO) and Wellbeing Worker if unsure about how to work effectively on behaviour with individual pupils.

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

- Class rewards, treats and privileges.
- Visit the Headteacher for a special sticker or praise.
- Values stickers (adults and children can award these)
- Postcard and/or text home to parents for Wow behaviour.

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 Light System

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 move to the thinking bubble.
3. Second warning move to amber. Pupil will miss 5 minutes of their playtime.
4. Third warning move to red. Pupil misses their whole playtime. Parents will be informed face to face or via text message.
5. Fourth warning, the pupil has time out of the classroom in the school office with work to complete for the remainder of the remainder of the session. Parents will be informed face to face or via text message. The incident will be logged on CPOMs. Any unfinished work will be sent home to complete for the following day.
6. Children can progress to the Wow Star for persistently good behaviour.

Persistent bad behaviour

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

- Time with the Wellbeing Worker in school
- Use of Behaviour Profile to assess strengths and needs to target support.
- 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, homophobic or transphobic 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.

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 that praise is being used.
- Regular monitoring of behaviour action plans.

WOW!

- I have made someone in school proud of me.
- I am consistently trying my best.
- I am consistently being supportive.
- I challenge myself.
- I am always enthusiastic and positive.
- I set a good example to others
- I always make the right choices.

GOOD

- I make the right choices
- I try my best
- I tell the truth
- I try my best
- I have good manners
- I am a good friend
- I respect everyone and everything

Wobbly

- I have disrupted my learning and others learning.
- I am not working as hard as I can.
- I am not thinking about others feelings.
- I am not showing respect

Unacceptable

- I persistently disrupt my own and others learning.
- I am making the wrong choices consistently.
- I am using violence of any kind.
- I am encouraging others to make the wrong choices.
- I am using bad language.
- I am not telling the truth.

Document Status

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