Sutton on the Forest CE Primary School
Behaviour Policy
April 2023

Small, school, big heart, aiming higher together

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.

Introduction

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 is underpinned by our school vision of **'Small school, big heart, aiming higher together',** our values: **Respect, Compassion, Friendship and Perseverance** and our school rules **Be kind. Be safe. Be ready'**

Rationale

We believe that it is essential to maintain clear boundaries and expectations and that children feel safe and are most likely to thrive in a nurturing, structured school environment with predictable routines, expectations and responses to behaviour. Rewards and consequences that can follow certain behaviours should be made clear and children should be led to understand what is right and wrong. However, our policy acknowledges that behaviour is linked to emotional states, may communicate an unmet emotional need (conscious or unconscious) and that an ability to recognise and regulate emotions is a key aspect of understanding and managing behaviour.

We recognise that for children whose developmental stage or identified SEN causes them to struggle with cause and effect thinking, impulse control and emotion regulation, the exclusive use of a simple behaviourist model of behaviour management is unhelpful. Children who are particularly vulnerable in this respect are those with attachment difficulties, developmental trauma or other adverse childhood experiences for whom behaviourist approaches often cause further trauma and do not teach how to express emotions in a more appropriate manner. In particular, 'sanctions' that shame and ostracise pupils can provoke more negative behaviour and fail to develop the child's capacity for self-discipline. Therefore, in line with our commitment to inclusive practice, and in accordance with DfE Mental Health and Behaviour Policy November '18, this policy acknowledges the need for flexibility and differentiation and advocates approaches that are tailored to meet specific individual needs and experiences.

By promoting practice which is underpinned by central principles of empathy, connection, attunement, trust, co-regulation, reflection, correction and/or reparation, we believe that this policy is authentically inclusive and beneficial to the whole school community.

This policy is the statement of aims and strategies for the positive management of behaviour at Sutton Primary School. The objective at our school is that behaviour will be outstanding. This will be by everyone demonstrating the following:

•   Making an exceptional contribution to a safe, positive, **COMPASSIONATE** learning environment.

•   Making every effort to ensure that others learn and thrive in an atmosphere of **RESPECT** and dignity.

•   Have excellent, enthusiastic attitudes to learning and ensure we **PERSEVERE** at all times.

•   Demonstrating **FRIENDSHIP** towards our peers and adults in school

Aims
● To work consistently and fairly in the positive management of behaviour
• To encourage staff, children and parents to value good behaviour
• To encourage children to **RESPECT** themselves, each other, and everyone associated with our school
• To create a school environment which enables children to grow in **CONFIDENCE** and **SELF-ESTEEM** and to take **RESPONSIBILITY** for their own behaviour
• To develop an atmosphere of mutual **TRUST** and co-operation in which children are encouraged to **CARE** about each other and our school
• To provide a disciplined and **SAFE** framework in which the children can develop their own values, beliefs and personalities
• To ensure that all children in our care enjoy school and achieve their **POTENTIAL**
• To work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.
• To offer differentiated provision for children with Social, Emotional and Mental Health needs or other Special Educational Needs who require additional support to be able to meet behaviour expectations
• To prioritise the development of relationships which provide traumatised children with attachment, co-regulation and support to develop interpersonal, intrapersonal, cognitive and emotional competencies (in line with attachment friendly practice recommendations)

Rights and upholding rights

Everyone within our school community has rights and responsibility to uphold those rights to ensure that Sutton Primary School is a safe place in which to learn, work and play.

•   Children have the right to learn, work and play in a friendly, safe and helpful school.
•   Teachers and staff have the right to teach and work in a friendly, safe and satisfying school, which is supported by the community.
•   Parents and carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.

Positive Behaviour

Praise is the most powerful form of influencing children's behaviour.

The following aspects of behaviour will be emphasised and praised in order to create an environment which celebrates the positive.

- Follow the agreed school rules: *Be kind. Be safe. Be ready*. These rules are underpinned by our school values of **Compassion, Respect, Friendship and Perseverance**
- Listen to and respect the opinion of others
- Understand individual rights i.e. personal space, feelings, property
- Concentrate on their work, enjoy it and be proud of their own efforts
- Appreciate the achievements of others
- Move around the school sensibly
- Talk quietly and politely
- Treat everybody with respect
- Set a good example and behave appropriately out of school
- Look after the school, its grounds and everyone in it
- Take care to ensure that play times are safe and enjoyable

Promoting Positive Behaviour

To promote positive behaviour we will:

- Adopt a consistent approach across the whole school
- Actively seek and identify good behaviour
- Praise behaviour publicly, being specific about what was good – teach good learning behaviours
- Reward good behaviour appropriately, verbally, privileges, appropriate treats
- Celebrate children who have demonstrated good behaviour
- Use assemblies and PSHE/wellbeing lessons to discuss behaviour
- Include aspects relating to good behaviour in assemblies and across the curriculum whenever appropriate
- Inform parents/carers of noteworthy achievements
- Involve the children at all stages, listen to the children's views
- Encourage group/school expectations relating to positive behaviour i.e. following the school rules
- Reward good behaviour at lunchtime
- Show, share and celebrate achievements with other staff

Strategies to support positive behaviour management

- PRAISE, PRAISE, PRAISE!
- consistency
- look for and acknowledge all positive behaviours
- immediate and early intervention to prevent escalation and diffuse potential issues
- positive verbal comments and praise
- reminders
- positive non-verbal signals
- avoid negative attention
- positive comments written in books
- balance of public & private praise
- effective use of tone and volume of voice
- good eye contact
- high expectations for/of all
- effective use of humour

- fresh starts – every day or lesson is a new start/a fresh chance to…
- walk and talk what you see (e.g. "I can see you're working hard…")
- giving children responsibility
- sharing positive aspects with others
- awarding certificates and stickers
- informing parents of positives celebration assembly, and informally on a needs basis , phone call/text home, postcards as appropriate
- explaining and modelling positive behaviours for learning

Strategies to discourage inappropriate behaviour

- Praise positive behaviours
- Point out good behaviour to emphasise the sort of behaviour that is desirable
- Teach learning behaviours alongside managing misbehaviour
- Use non-verbal signals, smiles, thumbs up etc
- Clarify and remind children of acceptable behaviour
- Give choices and opportunities
- Reiterate expectations, calmly, firmly and clearly
- Outline possible consequences
- follow agreed school systems

Whole school behaviour management

At Sutton we have a positive way of managing behaviour.
- Everyone is expected to have good behaviour – following the school rules and demonstrating our values. We have high expectations for <u>all</u>
- Children can aim for 'Wow' behaviour where they show consistently amazing behaviour. The child will be named on the Wow star in the classroom, receive a special sticker, a mention in celebration assembly and a positive message home.
- We all adopt a PIP RIP approach – 'Praise in Public' and 'Reprimand in Private'

Rewards
- In class rewards are decided by the class so they have ownership over managing behaviour in their own classrooms- this can be star/pom-pom in a jar, raffles, stickers, messages home etc.
- Values stickers that are awarded by staff and children to promote and reinforce our four school values.
- 'Wow' behaviour will be shared in class and with others in assemblies. Stickers awarded.

Sanctions process

A Graduated Response

Incident level	Behaviour examples	Response examples Responses will depend on context, the adults' knowledge of the individual, and on what is practical in the moment.
One	**Low level disruption or unkind behaviour e.g** Calling out Ignoring instructions Talking during a listening time	**Offer of support :** *"You okay, do you need anything"* **Cue name:** *"Adam—all okay?"* **Nip in the bud:** *"Helen, you're talking and we are working and we are working quietly in this lesson.*

	Pushing in Isolated unkind comment Isolated disrespectful response	**Model or prompt an appropriate response:** *'Would you like to try and say that in a different way?'* or *'Did you mean to say, can I have that book please?'*
Two	**Repetition of the above** **More significant hurting or unkind behaviour**	**Quietly remind the individual of expectations:** Remind them of their choices – warn that if they repeat the behaviour, they will miss some playtime. **Emotion Coaching:** Where a significant reflection/problem solving/restorative element is required, this should be done at break-time 'time in'. Teach learning behaviours alongside managing misbehaviour **Wondering question:** Suzie, I'm wondering if sitting too close to Rachel is making it difficult for you to concentrate on your work. Come and sit here where I can help you. **Name the need:** You're very cross because you wanted to go in the painting group. I can see that is hard. Everyone will get a go this week. **Direct to regulation activities. Distraction/Redirection** Mark – please pop to the office to borrow a stapler. **Incidents which result in loss of break time or intervention outside of the classroom should be recorded in the behaviour book. This should be done discreetly and not where others can see it. Children have a fresh start when they return to class.**

Incident books will be monitored weekly by the class teacher. If a child is regularly entering the incident book for Incident Level 1 & 2, then a discussion will be held between the class adults, Headteacher and/or SENCO and/or Wellbeing Worker and child as to whether they require a more bespoke approach to positively manage their behaviour.

Three	**More significant hurting or unkind behaviour** 'Melt down' leading to significant physical or verbal assault or damage to property. Racist, sexist, homophobic abuse	De-escalation strategies used Report to Senior Leadership Team and SENCO Record on CPOMs Involve parents Devise individual behaviour plan Report using NYCC racial incident protocol Involve Early Help/Healthy Child Team Exclusion (see exclusion policy) - Every effort will be made to prevent a situation developing where this becomes necessary.
Four	**Child does not respond to tailored approaches and their behaviour becomes**	**Use of reasonable force (see below)** Staff will work as a team to prevent anybody being hurt or put in danger. This is a last resort approach and is only used if

	physically aggressive, threatening the safety of themselves and others	other approaches such as moving other children or adults to safety is not possible. Parents will be informed. **Exclusion (see exclusion policy)** Every effort will be made to prevent a situation developing where this becomes necessary.

SUPPORTING CHILDREN WITH SOCIAL, EMOTIONAL and MENTAL HEALTH NEEDS

Some children may have persistent difficulties meeting behaviour expectations because of identified Social, Emotional and Mental Health Needs. It may be helpful for adults to think of such children as struggling to handle something difficult and therefore needing support to manage distress, rather than thinking of them as choosing to behave badly and concluding that they should be 'punished'.

Such children may require specific provision which is in addition to / different from most of their peers. Such provision should be planned with the SENCo and may include:

• Regulation times – access to a quiet area/sensory room, in class 'regulation station' (Busy boxes, stress balls, fidget toys, social stories, drawing pads), self-withdrawal, specific 'safe' places (e.g. tent)
• Anger management interventions – use of Five Point Scale
• Support from the Wellbeing worker in school
• Individual Short-Term Targets – written with child to address a specific issue and usually reviewed at the end of each lesson/break (not suitable for all)
• Theraplay type activities with key worker.

Bullying (see Anti Bullying policy)
There is no legal definition of bullying. However, it's usually defined as behaviour that is: repeated, deliberate/ intended to hurt someone either physically or emotionally, often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation. It takes many forms and can include: physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)

Bullying is to be treated as a very serious issue and the parents of the child will be informed immediately and a meeting called to discuss the problem. Care will be taken to ensure the safety of all involved. Children are encouraged to report any incidences of any form of bullying. Both bully and victim must be considered to have individual needs. Persistent bullying may lead to exclusion. NYCC guidelines will be followed.

Code of Practice

Children who regularly exhibit behavioural patterns which are unacceptable will be monitored using the SEND Code of Practice 2014 as guidance.

Initial Concern, Assessment and Support
The class teacher should refer to SENCO who will give advice and support, liaise with parents and involve other agencies as appropriate. For further information please refer to the SEND policy.
Documents related to this policy or used to inform the development of the policy.

Policies

Most can be found here https://suttonontheforestschool.org/policies/ or a copy can be obtained from the school office

Anti-Bullying Policy
Code of conduct
Exclusion
PSHCE
SEND and Inclusion

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour

https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish/positive-environments-where-children-can-flourish

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools