



Sudell Primary School

Behaviour Policy

Reviewed January 2021

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Principal: Helena Lewis

Chair of Governors: Claire Aspin

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At Sudell Primary School, we believe that good behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

- We aim to promote high standards by modelling positive behaviours at all times
- We aim to encourage high standards of work and behaviour emphasising praise and positive reinforcement and positive narration
- We aim to ensure that all adults and children treat each other with mutual respect and consideration
- We aim to provide clear and simple guidelines to promote positive behaviours from all children through the use of good choices, which are applied consistently throughout the school

Our School Rules

The positive behaviour that we expect of all children is explained and demonstrated in an age-appropriate way through assembly, PSHE sessions, circle times and on an individual or small group basis.

- We have kind words, hands and feet
 - We listen to each other
 - We share and take turns
 - We always try our best

All staff and children are aware of these rules as they are displayed clearly in every classroom and communal areas. Throughout the school and whilst representing the school in the community, children have clear expectations of their behaviour. Children are taught these expectations when they begin school and at other transition times. Children are reminded as appropriate using words and actions to support all learners.

Behaviour Principles

The management of behaviour is based on the language of:

- CHOICES
- CHANCES
- CONSEQUENCES

We believe that children who feel safe, respected and supported can learn more effectively and that all children deserve the opportunity to learn without disruption (Right Respecting Schools Award). Setting high expectations, praise and rewarding are key to improving and sustaining high standards of behaviour.

The implementation of rewards and sanctions will be fair and proportionate, with flexibility for individuals (who require specific support plans for behaviour). We will ensure that all behaviour strategies and systems will be clear and transparent for parents and children. Regular communication with parents and carers is essential in improving and ensuring good behaviour. We value the views of children and parents and every effort will be made to see their perspectives. In our definition of behaviour, we include the behaviours for learning which we expect children to demonstrate, e.g. staying on task, trying their best in all activities, undertaking homework, working both independently and collaborative when required). Behaviour of groups and individuals is reviewed regularly to identify patterns and trends, so that action can be taken to prevent issues and support pupils.

All movement in and around school should be purposeful. All staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards). Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions). Children observed behaving appropriately, politely and considerately, e.g. holding doors, lining up quietly etc, should be thanked, praised (positive narration)

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How we Manage Behaviour

A 'traffic light' system is used to promote positive behaviour and it is displayed in each class with children's names on pegs.

The principle behind this system is:

- that all children have the opportunity to make positive choices about their behaviour and influence outcomes
- that teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Children who consistently follow the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all adults working in school
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines

What behaviour looks like	Our Response
Exceptional achievement (work, play, behaviour) Being kind and considerate Being very polite and well mannered	Explain the reason for the move to the rest of the class. Be congratulated by their class. Visit another class, Key Stage Leader or Principal with their work or to explain their good behaviour. May receive a sticker. Children wearing stickers will be congratulated by other members of staff in and around school.
Children making the right choices, following our school rules.	CHOICES. Everyone begins the day on Green - <i>new day, new start!</i> Children are praised for making the right choices. If an undesirable low level behaviour is identified with a child. Give the child a warning to make the right choice to 'Stay on the Green' (improve this behaviour).
Unkind words /hands or feet (low level inappropriate language) Not listening / disrupting Not on task /not trying best Not showing good sitting - fidgeting, disrupting others Not showing good turn taking shouting out, snatching	CHANCES: following on from being given a choice (warning) if the behaviour does not improve the child will be given a chance – this chance will be stated by the adult – indicating what the consequences will be. Children who move into ORANGE will: <ul style="list-style-type: none"> ○ Move their own name to orange, when appropriate ○ Have to explain the reason for their move to ensure they know what was wrong with their choice of behaviour, when appropriate ○ Have a CHANCE to acknowledge their behaviour and make positive steps (restorative approaches) to put this right. Move back to GREEN ○ Use the school rules positively
Continued wrong choices - continued the behaviour after ORANGE zone	CONSEQUENCES: Children who move into RED will: <ul style="list-style-type: none"> ○ Move their own name to red, where appropriate ○ Have to explain the reason for their move to ensure they know what was wrong with their choice of behaviour, where appropriate ○ Attempt to put their behaviour right, apologise for their behaviour, identify how they can put this right (restorative approach)
Physical violence Racism and other form of oppressive behaviour extreme insults/name calling and offensive comments Swearing	CONSEQUENCES: <ul style="list-style-type: none"> ○ Take 'time out' (age appropriate) to calm down and reflect on their actions – this may be in partner year group class ○ Miss playtime / lunchtime (age appropriate) ○ Be sent to Key Stage Lead or Principal (to explain) ○ behaviour logged on SIMs ○ Class Teacher speak to the parent with the child, for the child to explain the behaviour, where appropriate ○ Parents invited in, as appropriate

Reward System

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

A weekly 'Star of the Week' assembly is dedicated for the praise and recognition linked to the Aldridge Attributes: problem solving, passion, resilience, teamwork, determination, risk-taking and social conscience.

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Teachers award other small awards, such as stickers and small prizes, to children who have worked hard, behaved well, so on and work should be displayed to celebrate children's efforts and achievement.

Favourable comments can and should be entered on pieces of work, (see Marking Policy).

Vulnerable Children

At Sudell, we see children as unique with individual strengths and needs. We understand that children may require varying levels of support throughout their time at school which they receive through Wave 1 provision (Quality First Teaching); some children may require extra support with behaviour.

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Partnerships with other agencies such as SALT, educational psychologists, Children's Adolescent and Mental Health Services will be used to help identify the underlying causes and strategise how to identify the root causes and meet the needs of these children.

The role of The Principal and SLT

It is the responsibility of The Principal, under the School Standards and Framework Act 1998, to ensure the implementation of the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of The Principal to ensure the health, safety and welfare of all children in the school.

SLT set the standards of behaviour, and support staff in their implementation of the policy. The Principal has responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour (see exclusion policy)

The role of staff

All staff have a responsibility to reinforce school expectations and procedures (see routines and procedures document) in and around school. They have a duty to form strong relationships with children and understand behaviour management strategies need to be adapted to the child.

We expect staff to model desired behaviours and demonstrate safe (including emotionally safe), kind, respectful (including the use of children's names) and hard-working behaviour at all times. Adults are responsible for responding, in line with the school policy, to behaviour issues. They are also responsible for praising (positive narration) and rewarding good behaviour (house points, peg on star) The class teacher, alongside SENCO, liaises with external agencies, as necessary, to support and guide the progress of each child. Staff also need to recognise that effective conditions for learning (planning, pitch, pace, participation, etc.) will impact positively on general classroom behaviour.

The class teacher reports to parents about the progress of each child, in line with the whole-school policy. The class teacher may also contact a parent on a need-to-know basis if there are concerns about the behaviour of a child.

All adults have a responsibility to record incidents on CPOMS

The role of parents

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We expect parents to support the school and work in partnership to resolve behaviour difficulties. The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's behaviour.

If the school has to use reasonable sanctions to discipline a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Key Stage Manager. If the issue remains to be resolved, it will then be referred to The Principal.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and alongside the school, review their effectiveness.

The Principal has the day-to-day responsibility to implement the school's policy on behaviour and discipline, but governors may give advice to the Principal about particular disciplinary issues.

Absconding

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The Principal should be informed immediately and lessons returned to normal as quickly as possible. In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the Principal or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable, the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Please refer to the Anti-Bullying Policy for more information regarding how bullying is dealt with in school. Any incidents are recorded on CPOMS and parents are informed.

Restorative Behaviour and Mediation

- 1. Respect:** for everyone by listening to others opinions and feelings and learning to value them.
- 2. Responsibility:** taking responsibility for own actions.
- 3. Repair:** developing the skills within our school community e.g. restorative circles so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.

Restorative behaviour aims to give any child the opportunity to develop greater conflict resolution skills so they are able to:

- ✓ **The child's voice is heard and recognise good choices**

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- ✓ **De-escalate and resolve conflict is a more effective way**
- ✓ **Adults have a confident understanding of the strategies that work for the child**

Any incidents are recorded on CPOMS and parents are informed where appropriate.

Sanction System

In the use of sanctions, pupils learn from experience to expect fair and consistently applied sanctions which are proportionate. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances (including reasonable adaptations for identified pupils).

No child should ever be 'sent to The Principal' as a sanction, as there is no guarantee that the child will arrive or that The Principal will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the head should be sent for. If unavailable, the Vice Principal or most senior staff member available should be called.

Our 'Restraint and Physical Contact Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded on CPOMS and parents are formally informed of any positive handling.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: the Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. For more information on this please refer to the Restraint and Physical Contact Policy.

The Purpose of Sanctions:

- Provide clarity and consistency of suitable responses
- Minimise disruption to others especially teaching and learning time
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied
- Allow early involvement of parents, line managers, SENCO and support agencies
- We try to avoid exclusions (fixed term or permanent) unless it is absolutely necessary because behaviour is dangerous or incidents are repeated, despite warnings and intervention.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Children should 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, permanent exclusion (please see exclusions policy)**

Risk Assessment

A risk assessment may be undertaken in relation to curriculum activities, visits and events. If, due to the likelihood of dangerous behaviour, risks cannot be minimised to an acceptable level, the school reserves the right provide alternative, safer work or activities for the child.

Monitoring and Review

The Principal and SENDCo will monitor the effectiveness of this policy.

It is the responsibility of the governing body to monitor the number of exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy will be formally reviewed annually. It may be reviewed earlier than this if the government introduces new regulations, or if the school or governing body receives agrees that this policy should be improved.