

Sudell Primary School

Guidelines for Behaviour Management

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.
- 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 hands and feet
- We listen to each other
- We have kind words
- 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 area.

Throughout the school, 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.

- Good listening
- Good looking
- Good sitting
- Good turn taking

How we Manage Behaviour

Behaviour Traffic Light ***"It's Good to be Green!"***

We have a 'traffic light' system to promote positive behaviour. Each class will display the Behaviour Traffic Lights with children's names (photos in Nursery). At the top of our Traffic Light System we have a Star.

We use the language of Choices, Chances and Consequences.

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 staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines

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

TRAFFIC LIGHT SYSTEM

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

All behaviour is Communication.

Certificates

A weekly 'Star of the Week' assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for Always, Achievement or Attitude. We also celebrate achievements from activities at afterschool clubs and clubs attended from home.

Restorative behaviour

Respect: for everyone by listening to others opinions and learning to value them.
 Responsibility: taking responsibility for own actions.

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.

Reintegration: working through a structured supportive process that aims to solve the problem and allows children to stay in mainstream education.

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

- ✓ De-escalate conflict
- ✓ Resolve conflict in a more restorative way.
- ✓ Recognise good choices and deal effectively with conflict.
- ✓ Have a confident understanding of the strategies that work for them.

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; 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.

Lunchtimes and Playtimes

Children are expected to follow School Rules in the playgrounds and the dining hall.

Before and After School

The children are representative of the school and should follow the school's Rules at all times.