



DARWEN ALDRIDGE
SUDELL ACADEMY

Behaviour Policy

23/24

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I. Aims

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.

Overall, this policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

Using this policy, we hope to:

- Promote high standards by always expecting and teaching positive behaviours.
- Encourage high standards of work and behaviour emphasising praise and positive reinforcement and positive narration.
- Ensure that all adults and children treat each other with mutual respect and consideration.
- Provide clear and simple guidelines to promote positive behaviours from all children using good choices, which are applied consistently throughout the school.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › Searching, screening and confiscation: advice for schools 2022
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

3. Our School Rules

The positive behaviour that we expect of all children is explained and demonstrated in an age-appropriate way through, but not exclusively by the following:

- Assembly
- PSHE sessions
- Circle times
- Individual or small group basis
- All adult child interactions

Our rules are:

- 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.



4. Behaviour Principles and Approach

4.1 Our Behaviour Curriculum

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 and praised with positive narration.

4.2 How we Manage Behaviour

A 'Good to be Green' system is used to promote positive behaviour and it is displayed in each class with children's names on cards.

The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code. The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to always promote a positive message regarding behaviour management- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day.

Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says - 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing. If they are still on Green by the end of the day this is recorded as a successful achievement for the child.





If, during the day, in lessons, or at break times, a child must be warned of inappropriate behaviour, or has broken a school rule, then a Yellow Warning Cards will be displayed over the top of the Green card. The warning gives the child the opportunity to reflect, consider and review their behaviour. If a child is already on a Yellow Warning Card, and they must be told again of inappropriate behaviour, then there are consequences. A yellow card would equate, for example, to 5 minutes off playtime.

Sometimes, just the threat of moving a child onto a Red Consequence Card is enough to encourage them to behave appropriately. However, if necessary, the child's Yellow Warning Card will be moved to the back of the pocket and the Red Consequence Card will be displayed, which would then have a consequence of loss of playtime or lunchtime. A child who has received three red cards in a half term would be a cause for concern, and parents would be notified. This will be logged on CPOMS and actions taken by class teacher/SLT.

Equally, pupils will often display behaviours where they go out of their way to be friendly, welcoming or helpful. Pupils also can be rewarded for very good behaviour by being awarded a 'Good to be Gold Award' and above and beyond this the weekly 'Principal Award'. The children awarded gold cards will also be added into the weekly book draw to win a book of their choice. There are a wide range of school initiatives and programmes which reward appropriate/ good behaviour, these include class rewards, activity sessions and special reward days.

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.

Card Colour	What behaviour looks like	Our Response
GOLD 	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.
GREEN 	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 'Stop and Think' card to make the right choice to 'Stay on the Green' (improve this behaviour).
WARNING 	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"> ○ Must 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 positives steps (restorative approaches) to put this right. Move back to GREEN. ○ Use the school rules positively.
CONSEQUENCE 	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 CPOMS. ○ Class Teacher speak to the parent with the child, for the child to explain the behaviour, where appropriate ○ Parents invited in, as appropriate.

4.3 Consequence System

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

If, in exceptional circumstances, a child needs to be removed from class, the Principal should be sent for. If unavailable, one of the Assistant Principal's 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 are 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 Consequences:

- 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, SENDCO and support agencies.
- We try to avoid exclusions (fixed term or permanent) unless it is necessary because behaviour is dangerous or incidents are repeated, despite warnings and intervention.

When consequences 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 consequence or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable consequence given the behaviour displayed. Depending on the nature of the offence this may include immediate, permanent exclusion (please see exclusions policy).

4.4 Reward System

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.

5. Vulnerable Children

There is no commonly used definition of childhood vulnerability. A child can be vulnerable to risks and poor outcomes because of individual characteristics; the impact of action or inaction by other people; and their physical and social environment. Additional factors include:

- the child's physical, emotional, health and educational needs
 - any harm the child has experienced or may be at risk of experiencing – these can include a specific set of childhood experiences known as 'adverse childhood experiences'
 - the capability of the child's carers and wider family environment to meet the child's needs, or indeed to cause harm – these might include homelessness or poor housing conditions, the presence of adults in the home with mental health problems, alcohol and drug dependence, or contact with the criminal justice system, domestic abuse and poverty
 - the absence of supportive relationships in a child's life
 - the wider community and social conditions beyond the family including crime, the built environment, community cohesion and resilience
- This list is not exhaustive, and children can experience one or several of these factors with different levels of consequences over the course of their lives including into adulthood. For the purposes of this report, 'vulnerable children' are defined as any children at greater risk of experiencing physical or emotional harm and/or experiencing poor outcomes because of one or more factors in their lives. Some vulnerable children may also have adverse childhood experiences. These are a specific set of childhood experiences associated with negative outcomes in later life. Like other factors which make children more vulnerable, they do not inevitably lead to poorer outcomes, but their presence increases the risk of this happening.

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 usual 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, 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.

6. Roles and Responsibilities

Section 6.1: 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.

The 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)

Section 6.2: 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 (always including the use of children's names) and hard-working behaviour. 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, good to be gold) 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 in line with the school's CPOMS user guide. When using CPOMS to log incidents staff should:

- Report any incident factually without emotion
- Report any incident in a prompt and timely fashion

6.3 The role of our Children

Children will be made aware of the following during their time at Sudell

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Children will be supported to meet the behaviour standards and will be provided with repeated support sessions wherever appropriate. Children will be supported to develop an understanding of the school's behaviour policy and wider culture. Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for children who are mid-year arrivals.

6.4 The role of Parents/Carers and Families

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 Leader/Assistant Principal's. If the issue remains to be resolved, it will then be referred to The Principal.

6.5 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. This will be supported by the lead staff members for behaviour, where appropriate.

7. 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.

If the child does not remain in visual contact with a member of staff, the Principal may direct a Sudell member of SLT to follow the child/look for the children in the local area. At all times the staff members must maintain contact and regularly update the Principal/office team. This staff member must always have their mobile phone with them. The following must take place:

- The school office team will call the child's parent or carer.
- The local PCSO/101 should be called. If no contact can be made through these numbers 999 must be used.

8. 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.

Where there are specific behaviour concerns for a child, group of children or a class an 'Event Specific Risk Assessment' must be created, stored on the school's Sharepoint system and uploaded to 'Evolve'. This will be reviewed fully and approved by the Educational Visit Coordinator and then being finally sanctioned by the Principal. This will be shared with all staff taking part in the educational visit.

9. SEND

9.1 Recognising the impact of SEND on behaviour.

The school recognises that Children's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

9.2 Adapting Consequences for children with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the child was unable to understand the rule or instruction?
- Whether the child was unable to act differently at the time as a result of their SEND?
- Whether the child is likely to behave aggressively due to their SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10. Transition

10.1 New Incoming Children

The school will support incoming children to meet behaviour standards by discussing the school's systems with them to familiarise them with the behaviour policy and the wider school culture.

10.2 Preparing Outgoing Children for Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Monitoring and Review

The Principal, Lead teacher for behaviour 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.

12. Links to Other Policies

The following are other school policies with links to our behaviour policy:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Anti Bullying policy

13. Rights Respecting Schools

Sudell is a 'Right Respecting School' and actively seeks to promote and discuss the UN Rights of the child with both children and staff. Each September all classes develop a class charter based on the UN Rights of the child and the right are also referred to in each whole school assembly.

More information about the UN Rights of the child can be found here: <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

14. 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.

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period (Several Times on Purpose)
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobia• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

More information about the school's approach to bullying can be found in the school's anti-bullying policy.