

# SUTTON CE (VC) PRIMARY SCHOOL



## **BEHAVIOUR for LEARNING POLICY**

**Version 2019:1**

Approved by staff  
Approved by Governors

To be reviewed annually

## SUTTON CE (VC) PRIMARY SCHOOL

### BEHAVIOUR for LEARNING POLICY

#### Policy Statement

##### Aims

We all have a shared responsibility for behaviour throughout the school. Every child in the school is the responsibility of every adult in the school. This notion of shared responsibility is at the heart of our whole school approach to positive behaviour management.

A consistent approach is needed to ensure that children, parents and staff have the same high expectations of good behaviour in and around the school premises, enabling successful teaching and learning to take place.

We aim to create a positive ethos in school, focusing primarily on supporting children's emotional needs in order to offer them secure attachments and boundaries that will lead to positive behaviour for learning. We are determined every child will succeed and we endeavour to provide an inclusive education within a culture of high expectations.

In particular we aim to:

- Ensure the safety and happiness of pupils
- Promote good behaviour, self-discipline and respect;
- Ensure that children consider others
- Foster a sense of pride in and commitment towards the school and the community
- Provide opportunities for all children to achieve – ensuring that they complete assigned work
- Develop social, emotional behavioural skills in order to be reflective and problem solve when issues arise, dealing with conflict peacefully and assertively.
- Prevent bullying

All staff, together with parents, share responsibility for protecting these rights.

## School Rules:

School rules help children to understand a Code of Behaviour based on our central value of Respect.

**“At Sutton we are one school with one rule:**

***We choose respect;  
respecting ourselves,  
others and the environment”***

Pupils are expected to:

- Respect and value themselves, being honest and trying their best.
- Respect others, whatever their race, religion, gender, cultural background, age or ability, by working and playing safely and co-operatively.
- Respect and value property and the environment.

This creates an atmosphere in which children can learn, teachers can teach and the whole school community can thrive.

This core rule is underpinned by the ‘**Superstar Seven**’ which gives further guidance to pupils in how to show respect:

- 1. We always listen carefully.**
  - Being prepared to consider views of others and being willing to work together on a given task.
  - Listening so that learning is not disrupted and progress therefore hindered.
- 2. We look after all the equipment.**
  - Using classroom resources appropriately so we are able to get the most out of the lesson.
  - Using play equipment appropriately
- 3. We have kind hands, feet and mouths.**
  - Playing nicely with other children, not lashing out physically or verbally.
- 4. We always try our best.**
  - Doing our best and concentrating on the tasks so as to maximise our learning potential.
- 5. We share resources and take turns.**
  - Co-operating with others and knowing that we will all have a go at some point.
- 6. We always tell the truth**
  - Being truthful to staff and children so a conclusion can be agreed upon.
- 7. We always stay safe in school.**
  - Following rules set by a supervising adult to complete a task.
  - Using the equipment safely to avoid any injury.

This code is universal across the school and were developed by both the children and the staff.

Additional rules may be needed to ensure physical safety as children move around the school and when representing the school in off-site activities.

The school has a system of rewards and sanctions to carry out this policy.  
The most severe sanction is permanent exclusion by the governors.

# How we encourage good behaviour

At Sutton CE (VC) we teach pupils to make good choices in their behaviour through the following approach:

## 1) Pre-empt (teaching of good behaviour):-

- Explicit modelling of the behaviours we would like to see
- Ensure that criticism is constructive
- Through engaging, enjoyable learning experiences
- Collective Worship themes, explicitly referenced
- PSHE & class Circle Time
- Behaviour Transformation Plans for individuals
- Sensory circuits and other pre-emptive strategies

## 2) Praise and positive reinforcement:-

- Praise from staff and peers
- Encourage children to be responsible for their own behaviour
- Recognise and value children's efforts to produce good work
- Try to be fair and consistent.
- Pupils stay on the 'Green face' and are awarded a Dojo point for demonstrating expected behaviour. They are also awarded further dojo points for modelling particular values and aspects of good learning and where behaviour is beyond expectations they can also move from the green face on the superstar.
- Ability to buy prizes with their Dojo points
- Use of the 'Green card' to visit other staff to share good work and receive praise
- Being awarded certificates, praise in Assembly & Headteacher's Awards
- Displaying work and using photographs and other means to record success
- Special responsibilities in class – these might include being a register monitor or giving out books.
- Opportunities for the older children (in each Key Stage) to have roles of responsibilities eg. play leaders
- Moving up to the 'STAR' in class with privileges associated with this.
- When a pupil is placed on the star they 'earn' a token for their class; once 15 tokens have been collected the class can have 15 mins on an agreed activity – this could be 15 minutes extra playtime, etc. the reward needs to be agreed by all the class prior to the tokens being 'spent' (eg. a majority vote)

## 3) Deflect and distract:-

- Suggest a job / other task / change of location to distract
- Mapping triggers for pupils with known behaviour difficulties and planning for these
- Peaceful places (limited time and authorised only)

## 4) Reflection and Restorative work:

- Discussion with staff during break alongside reparation activity
- Amends to be made at breaktime, , resources/learning environments reset, peace path,
- Nurture class (for restorative work or extreme issues and quickly re-integrated back into the classroom – when necessary, pupils may be able to join pre-planned nurture activities
- ELSA/Nurture SEMH work (pre-planned)

## 5) Sanctions and Consequences:

- e.g. finishing/repeating class work,
- resources/learning environments reset, peace path,
- 'Community payback' e.g. tidying areas, litter picking, etc.
- Internal exclusion – where a pupil has time away from other pupils either in lesson time or playtime, as appropriate. This is discussed with SLT.
- Fixed term Exclusion – where a pupil has a period of time out of school (see exclusion policy for more details)
- Permanent Exclusion – where a pupil is no longer to attend the school.

# TEACHING AND PROMOTING GOOD BEHAVIOUR CHOICES

## Curriculum:

### **Promoting British Values**

As a school, we have designed a motivating and meaningful curriculum which we hope will motivate our pupils to love learning and help them to develop the skills and dispositions that will help them in life. Through our curriculum, we promote the fundamental British values of **democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs**. We ensure we actively promote principles and values which:

- Enable children to develop their self-knowledge, self-esteem and self-confidence;
- Enable children to distinguish right from wrong and to follow school expectations which will prepare them to respect the civil and criminal law of England;
- Encourage children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the setting is situated and to society more widely;
- Enable children to acquire a broad general knowledge of and respect for public institutions and services such as fire fighters, health services, libraries, police and green spaces in the locality;
- Further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- Encourage making choices from an early age to support growing understanding and respect for democracy and support for participation in the democratic process,  
Building children's resilience to radicalisation.

As a school, we already have a strong focus on children's personal, social and emotional development. We are committed to doing this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

Staff should use their professional judgment in identifying children who might be at risk of radicalisation and act proportionately and follow the safeguarding procedures when and where concerns are raised. See 'Tackling Extremism and Radicalisation' Policy for further details.

Equal Opportunities Children and adults in Sutton school should not be discriminated against on the basis of race, culture, sex, sexuality, social class, age, mobility, ability or in any other way. We aim to show respect for and appreciation of each other as individuals and to create a positive and caring environment. A consistent approach, understood and followed by everyone involved with the school, is expected.

### **SEAL – Social and Emotional Aspects of Learning**

The school uses, in conjunction with the PSHE and Citizenship curriculum, SEAL materials to develop social, emotional and behavioural skills. These materials help the children to understand and manage their feelings, which promote good behaviour and effective learning. SEAL focuses on the five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills. The key SEAL objectives (emotional barometer calming down and problem solving) are promoted and used throughout the school day.

There are quiet reflection areas for children to go to independently to think about their behaviour and whether it reflects the Christian ethos of the school.

### Guidance for Staff:

- Know your children.
- Praise is the first line of action to address and support positive behaviour choices
- Be consistent so that there is no feeling of unfairness.
- Discuss problems with colleagues, senior teachers, Headteacher and parents sooner rather than later.
- Ensure that children understand what is expected.
- Ensure the class rules are clearly displayed in the rooms where you teach
- Be mindful of pupils with SEND needs and ensure that you liaise with the school's SENCO and the child's class teacher so that you know the appropriate personalised strategies to follow for an identified pupil

See Behaviour Management Strategies sheet (Appendix 1)

### **In class strategies:**

#### Coloured face system & Dojo Points:

- At the start of the day and of the afternoon session, each child will start on the **green face**.
- If the child misbehaves, the member of staff will issue a **verbal warning** resulting in their name being moved sideways off the green face.
- If the behaviour continues, a warning will be issued and the child's name **moved down to the yellow face**. The child will be asked to reflect on what rule they have broken.
- If the behaviour happens again, the pupil's name will move down to the red face which result in them missing some of their next available playtime according to how old they are (eg. a child of 10 years old will miss 10 minutes). During this time, the child will be asked to reflect upon their behaviour and fill out a **Reflection Form**.
- At the end of each session, each child on the green face is awarded a Dojo Point & Pupils on the Gold star get an 'Aim high' double dojo. These will be kept as a record by the class teacher, monitored by the Senior Leadership Team and reported to the Head teacher and Governors. However, if a child is constantly getting on the red face, the class teacher may bring it to the attention of the Senior Leadership Team.
- If a child gets onto the red face on more than one occasion, the class teacher will speak to parents about the child's behaviour either via a note, phone call, phone message or in person at the end of the day about why the child has been ending up on the red face. Copies of the second, and any further Reflection Forms will be copied and sent home to the child's parents.

The process in Foundation Stage changes slightly in that the children need a more immediate sanction:

- If a child ends up on the red face, the child will be sent to a reflection spot situated within the classroom.
- The child will then sit quietly and reflect upon their behaviour for the agreed number of minutes (see above)
- After the allotted time, a discussion with the teacher is had about the behaviour and what they would do better next time.
- A Reflection Form is then filled in by the teacher with the child.

In agreement with the pupils and staff, we agree that some extreme behaviours may need to 'bypass' the system outlined above due to their serious nature and will result in the child going straight to red.

These are:

1. **Insolent and defiant behaviour towards adults / significant disruption to the peace/learning of others**
2. **Foul or abusive language or actions**
3. **Hurtful comments of a personal nature**
4. **Racist / homophobic comments – these will be reported to the Local Authority via the PRIDE Site**
5. **Acts of physical violence**

These behaviours will result in the child and/or staff filling in the appropriate incident sheets & sanctions as set out in the next section and parents being spoken to about the reason their child had ended up on the red face.

The severity of an incident and the circumstances surrounding it need to be considered carefully. Staff who witness behaviour which break the rules should always reprimand the child by following the steps in this policy. If that proves sufficient, no further action will be taken.

However, if the offence is serious, or it follows earlier warnings that have gone unheeded by the pupil concerned, the matter will be reported to the Phase Leader. In some instances, this will not be possible as the class teacher and Team leader may be the same role. In these rare situations, another Phase Leader or the Deputy will intervene and act as the next step in the chain.

## **DEALING WITH UNACCEPTABLE / CHALLENGING BEHAVIOUR**

The breaking of our school rule and breach of our code will result in a pupil entering the behaviour system.

School staff are committed to challenge the behaviour of any pupil which involves physical violence or abuse, threats, verbal abuse, theft and damage to personal or school property.

This includes all forms of bullying or racism.

Actions by staff are based on important principles.

1. It is the inappropriate behaviour that is rejected, not the child.
2. Adults should keep the situation calm.
3. A child's success at reducing inappropriate behaviour should be acknowledged.
4. Children must be guided to accept responsibility for their actions and their consequences, both intended and unintended.

### **Negative Behaviour: Procedures and Sanctions**

Low level behaviour incidents remain the responsibility of the class teacher to be dealt with as part of the class community. It is important that a 'problem solving' approach is consistently applied where pupils display challenging behaviour and that they believe that adults genuinely want them to improve their behaviour.

However, there are times when pupils may demonstrate behaviour which has a significantly negative impact on their learning and on the learning of their peers and this needs to be dealt with in a clear, systematic and structured manner so that all children are very clear about the consequences of their behaviour.

All behaviour incidents that are beyond 'day to day' classroom/playground management should be scaled (as outlined in the following section) and recorded on My Concern so that SLT can monitor behaviour effectively.

All pupils that exhibit behaviour that carries risk of harm **MUST be risk assessed** (see appendix 2.4) and have a Behaviour Transformation Plan which is based on evaluation of their behaviours & anxieties, using 'Roots and Fruits'.

### Incident scaling and sanctions

	Disruption to learning or peace	Emotional harm	Physical harm
<b>1</b>	<ul style="list-style-type: none"> <li>• Interruption</li> <li>• Making distracting noise without realising</li> <li>• Going near another's calm space</li> <li>• Not following instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Facial expression implying put down</li> <li>• Negative comment about another or their work etc.</li> <li>• Rudeness to staff or pupils whilst emotional (apologised)</li> </ul>	<ul style="list-style-type: none"> <li>• Accidental knock, push or shove</li> <li>• Unwanted physical contact</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Interference with peace or work of another (being in or around another's calm space, despite warnings)</li> <li>• Repeated interruption that leads to loss of learning and lack of respect for learners and staff</li> <li>• Being in another's calm space</li> <li>• Making sounds with the intention of distraction</li> <li>• Refusal to follow instructions/stay in defined areas</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal or non-verbal insult</li> <li>• Swearing of any kind</li> <li>• Repeated rudeness to pupils or staff and/or not fully apologised for</li> <li>• Derogatory remarks about pupils or staff that are inconsiderate of the emotional damage to others</li> <li>• Encouraging others to make poor choices in their behaviour</li> <li>• Aggressive language or gestures</li> </ul>	<ul style="list-style-type: none"> <li>• Accidental knock, push or shove due to unsafe behaviour</li> <li>• Forceful unwanted physical contact</li> <li>• Graffiti or damage to property</li> <li>• Throwing projectiles</li> <li>• Unkind physical contact (e.g. poke, pinch, nip etc)</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Behaviour in the classroom that leads to loss of learning for many or all, requiring time out of class for learning to recover</li> <li>• Disruption to the working of the school (e.g. staff needed to deal with incident)</li> </ul>	<ul style="list-style-type: none"> <li>• Swearing, shouting and significant rudeness directly at someone.</li> <li>• Derogatory remarks, aggressive language or actions that can make others fearful/distressed</li> <li>• Deliberate intimidation or incitement to disrupt peace/learning/ environment etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Purposeful aggressive physical contact (e.g. shove, push, slap, kick etc.)</li> <li>• Throwing projectiles that carry risk to the safety to others</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Behaviour leading to significant disruption loss of learning (e.g. class having to be re-located)</li> <li>• Significant disruption to the working of the school (e.g. staff needed to deal with incident)</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated emotional harm as noted above, with the intent to undermine, intimidate upset, distress or anger another (S.T.O.P. bullying – see bullying guidance)</li> </ul>	<ul style="list-style-type: none"> <li>• Violent physical contact causing significant harm/injury</li> <li>• Unsafe behaviour putting self or others at risk</li> <li>• Throwing projectiles that carry significant risk, or with the intent of causing damage or injury</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• As above, whereby class and school need to adapt routine in order to recover from incident</li> </ul>	<ul style="list-style-type: none"> <li>• As above, including physical harm</li> </ul>	<ul style="list-style-type: none"> <li>• Violence causing significant physical or emotional harm</li> <li>• Any unsafe physical behaviour putting self or others at risk of serious harm or injury</li> </ul>

- We scale and categorise behaviours to ensure that sanctions applied are fair and consistent.
- Most behaviours at levels 1 & 2 are usually dealt with within the regular behaviour system of coloured faces, verbal reprimands and use of reflection forms, 'sorry' cards or letters and/or use of the 'peace path'
- Behaviours at level 3, 4 & 5 should incur some form of internal exclusion – this may mean time missed from lesson time or more extensive playtime being missed, as appropriate and proportionate and would include reparation work, as appropriate to the behaviour and harm caused.
- Repeated behaviours at levels 1 & 2 may also lead to a short internal exclusion with reparation work, as appropriate to the behaviour and harm caused.
- Repeated behaviours at any level may lead to playtimes and/or lesson time being limited in order to lessen impact on the play and learning time of others.
- Each significant incident (e.g. level 4 & 5) is discussed with SLT and decisions about exclusions, sanctions and consequences are made alongside SLT.
- Fixed-term Exclusions can only be made by the Headteacher or an SLT member acting with agreement of the Headteacher and/or Governors.

### The Management of pupils who interrupt/disrupt learning in lesson times:

- Every child has the right to learn without interruption. This procedure is therefore available if interruptions occur, although there is an expectation that incidents will normally be resolved at stage 1 within the classroom using the coloured face system
- We avoid wherever possible the punishment of a whole group of children and encourage flexibility in the application of sanctions to suit individual circumstances.
- However, there are times when pupils may demonstrate behaviour which has a significantly negative impact on their learning and on the learning of their peers and this needs to be dealt with in a clear, systematic and structured manner so that all children are very clear about the consequences of their behaviour.
- The procedures of the behaviour policy 'steps system' are based on a system of choices and staged consequences for the children. If behaviour escalates, then children will move to different stages with different consequences. Each stage should be expressed not simply as a warning, but as a 'chance to get it right' and improve their behaviour.
- Some strategies that may help avert the behaviour path exhibited by the child may be tried, however these steps will be dependent on each child and each situation as sometimes a child may already be past the point of the strategies being able to be applied.

### **Time-Out in class:**

- Children given time-out in class to 'calm down' (typically 2-3 mins, no more than 5 mins). Then return to working with the rest of the class.
- Best practice is to ensure that you are explicit about the behaviour that needs to improve.
- The time-out area should be appropriate, given that some children on time-out may be angry or have challenging emotional issues. It is a matter of professional judgment, but there may be times when it is appropriate for children to carry on with their work whilst on time-out to support them for when they are required to re-engage with others in the class.
- Time-Out in partner class (typically 10 mins; or 5 mins for KS1 pupils).
- Children go to another class for time-out, where they are invited to observe 3 things they notice about pupils who are 'staying on green'. At the end of the time they then return to own class to be greeted with a smile and a 'fresh chance' and asked what three things they noticed about pupils staying on green. We should always remember that being sent to another classroom for poor behaviour is a significant emotional event, particularly for younger pupils in KS1. Pupils should be supported, not ostracised, though at the same time they should also understand that this is still the 'consequence' for behaviour which has been deemed unacceptable.
- Pupils should be sent to the other class accompanied by a 'supportive' member of the class. They should not be sent to a class where they have a sibling.
- If the Yellow / Red face has not worked or the steps above, warning cards will be sent with a child to a member of staff who is out of class to support the behaviour. Reparation is still carried out with the children and in the best case scenario alongside the adult or adults who the behaviour has affected.

### **Warning Cards:**

Each class has a green, yellow or red card which they will send to other members of staff.

- Green cards are actively encouraged and pupils will receive praise especially for those children who are normally demonstrating challenging behaviour, however this is balanced and a range of pupils are sent with green cards to share their learning with senior staff and/or those in other classes.
- A yellow card is used when SLT or staff in a partner class can be made aware in order to nip escalating behaviour in the bud, or where a particular child is demonstrating challenging behaviour and support is required.
- A red card is sent to SLT if there is an emergency situation that requires urgent SLT support. A member of staff will come immediately in this instance.

## **In the Playground**

Positive behaviour in the playground is just as important as anywhere else in the school. We will invest significantly as a school to ensure that:

### **At morning playtime**

- At least three teachers should be positioned strategically around the playground
- Two-three Teaching Assistants should be monitoring / keeping an eye on the playground and one should be in the medical room.
- Adults should be appropriately 'spaced out' around the playground so that monitoring of behaviour is comprehensive and there can be swift intervention where any issues arise.
- Any instances of play-fighting or similar behaviour must be addressed immediately.
- At the end of playtime, the whistle is blown to signify the children to stop and find a space. The children are then dismissed on different 'Waves' to allow less congestion in the cloakrooms. The expectation is that the children will walk to their classroom and will not enter the classroom unless there is an adult in the room.

### **At lunchtime:**

- At lunchtime, serious incidents are very rare, and most issues are resolved by the staff on duty at lunchtime. Staff are skilled at supporting children to de-escalate and resolve disputes when they occur. Although serious incidents at lunchtime are rare, an assigned member of SLT will always be 'on call' to provide support, particularly if there is a serious incident or for pupils who might benefit from being given the opportunity to come off the playground and reflect on their behaviour ('time-out').
- Sometimes this will be particularly helpful for more vulnerable pupils, including those who may have emotional regulation difficulties, in order to give them time to calm down.
- Children's names and reason for having time out are discussed with the adult on duty.
- If a child needs 'time out' more than once and is having difficulty making the right choices at playtime then their lunchtime may be limited.
- If children persistently misbehave a meeting is requested with the Class Teacher and parents or carers.

The same rules are applied during Key Stage 1's afternoon play.

### **Bullying:**

This policy is supplemented by our anti-bullying policy.

Whilst incidents of bullying are very rare, we take an exceptionally strong line on all incidents of bullying, including prejudice based bullying. We encourage pupils, parents and staff at all times to speak out about and address bullying or ongoing patterns of behaviour that are causing distress, as early as possible so that all pupils can be supported in addressing the behaviours and underpinning feelings involved.

Our pupils are taught to identify and be prepared to challenge different types of bullying, including:

- Racist bullying
- Cyber bullying
- Homophobic Bullying
- Verbal Bullying / Name Calling
- Physical Bullying

All incidents of prejudice based bullying are recorded and 'risk-assessed' and appropriate action taken on this basis.

## Sanctions & Consequences:-

As per the DfE's guidance on 'Behaviour and discipline in Schools,' Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction on that pupil. As a restorative school, we aim to ensure that rather than simply 'punish', the sanction is designed to go towards making amends for what has happened. Extensive research evidence shows that a restorative approach and applying consequences that are linked to the rule breach are more likely to reduce re-occurrence, and reduces bullying.

- Unfinished work/lost learning time being made up at break time
- Repeating unsatisfactory work until it meets the required standard
- The setting of written tasks (as appropriate to the writing ability of the pupil) may be appropriate if is linked to the behaviour incident - such as a sorry card or letter or an essay about safe play etc – and takes place in the pupils' break time.
- Reparation work – restoring learning areas/resources that may have been harmed/disrupted
- Repairing and restoring relationships through facilitated use of the 'Peace Path'
- School based 'Community service' or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Internal exclusion, where behaviour leads to the need for time away from other pupils in order for the learning to recover and more extensive reparation work to be undertaken.

In more extreme cases we may use temporary (Fixed-term) or permanent exclusion.

Restorative work is always part and parcel of understanding behaviour and therefore any opportunity to talk through what has happened, and how this behaviour can be avoided next time is always taken. This may be immediately after the event, or when the individual or individuals have reached a place where they are able to have that discussion.

If this still persists, the Deputy Headteacher and/or Headteacher may intervene and further action may be taken.

If this behaviour persists, despite intervention by the Deputy Headteacher or Headteacher, parents will be invited in to discuss the situation further.

After this meeting, the behaviour of the child will be monitored but if there are still no improvements, a special contract, in the form of a report book, will be drawn up and targets issued to improve behaviour.

Where the behaviour is deemed to higher 'risk' eg physical harm or significant distress/disruption caused then a risk assessment will be undertaken and with support of the team working with the pupil, formulate a support plan for the child – called a 'Behaviour Transformation Plan. Wherever possible this will be with parental involvement and will be shared with parents.

We may also seek further advice from outside agencies eg. Specialist Teaching Team.

### **Monitoring of this policy**

This policy will be monitored by the Senior Leadership Team who will report repetitive or serious incidents to the Headteacher.

### **Review of this policy**

This policy will be reviewed by all members of the School Council, Teaching Staff and Governing Body at the start of each academic year.

This policy may be reviewed and amended during the academic year and changes communicated to staff and parents.

## In year amendments

Where amendments are made, these will be communicated to pupils, staff, parents and governors and recorded here until the policy is formally reviewed.

- *March 19: If a child needs 'time out' more than once and is having difficulty making the right choices at playtime then their lunchtime may be limited – this is called **15:15:15** – they have 15 minutes to eat their lunch, 15 minutes to be inside in Celestine class where social skills are taught/discussed/re-inforced & 15 minutes taking part in usual lunchtime activities – this is currently under discussion with staff.*
- *March 19: Lunchtimes are currently being –designed to ensure that it is an enjoyable time for all and adds depth to the curriculum, including a range of meaningful and fun activities that pupils can choose from including sporting activities; team building and competitive games; Art & crafts; Construction & Technology; Performing Arts & use of the Library & reading areas.*

## Appendix 1

### Behaviour Management Strategies – general advice and approaches in the classroom

#### General class strategies:

- Be clear about your learning objectives & keep your lessons pacy
- Be organised yourself to stop any opportunities to misbehave
- Be a positive role model by modelling the behaviours you are expecting
- Ensure all pupils are actively listening when speaking to the class – wait till all are listening, using routine strategies to approach this. (A quieter voice encourages better listening)
- Set targets for amount of work to be covered in an agreed timescale within the lesson.
- Remind at intervals e.g. every 10 minutes, half time
- Refer to the school rules regularly (displayed in all classrooms) e.g. At Sutton we choose respect... Is that respecting her by listening well?
- Use a sound-o-meter to make clear expectations of noise levels and promote a quiet, purposeful working atmosphere for all.
- Have a set seating plan that is evaluated regularly to ensure it is working – we encourage a boy/girl seating pattern and/or working partners that enable effective learning (not friendship groups). Ensure supply/cover teachers have seating plan.
- Use non-verbal signals and gestures wherever possible to gain attention, praising good role models that ‘stop, drop and look’ quickly.
- Use of class dojo to award specific praise for positive learning behaviours.
- Be fair and consistent
- Take time to sort out disagreements fairly
- Have classroom jobs for children in order to develop sense of collective responsibility.
- When sitting to work with a guided group or individual, ensure you can see everyone in the class eg. have your back to a wall/corner and have view of the classroom. Ask TAs to do the same.
- 

#### Individual strategies/when issue arise:

- Give a child struggling with their behaviour a job to do eg be a monitor for books
- Give them a different task while you do your teacher input – e.g. puzzle sheet/book/etc. and then potentially give them the input separately
- Use known interests on which to base support strategies
- Give a clear, controlled choice so that the child is taking responsibility for behaviour & make use of ‘choice scripts’ – e.g.
  - We need to \_\_\_ shall we do it \_\_\_ or \_\_\_? [choice of location]
  - Let’s go to \_\_\_ when we get there would you like to \_\_\_ or \_\_\_? [choice of tasks]
  - We have \_\_\_ & \_\_\_ to do this morning, which would you like to do first, \_\_\_ or \_\_\_? [choice of order of tasks]
- Intervene with ‘How can I help you?’ it’s less confrontational and better than ‘Tell me what happened.’ If the child does not wish to engage, repeat the ‘help script’:
  - Hi/\_\_\_[child’s name] I can see you are there is a problem.
  - Talk and I will listen.
  - How can I help?
  - Come on let’s \_\_\_ [distraction]
- When issues first arise with a pupil, speak with staff who may have taught the child previously – has this been an issue in the past?
- Use a timetable or book to monitor behaviour – are there key times when issue arise? Map anxiety patterns.
- When introducing consequences, ensure that they are reasonable and proportionate and that the reparation element is clear to all – this is making amends for any harm caused.

**Appendix 2:**

**Reflection and Restorative forms & resources:**

**2.1a KS1 – incident record**

A hand-drawn incident record form for KS1. It consists of four distinct sections, each with a decorative border:

- Top Left:** A blue, jagged-edged border containing the text "What happened?".
- Top Right:** A purple, heart-shaped border containing the text "Feelings:-".
- Bottom Left:** A light blue, scalloped-edged border containing the text "Thinking:-".
- Bottom Right:** A green, rounded rectangular border containing the text "Saying:-".

**2.1b KS2 - Incident & reparation record**

A printed incident and reparation record form for KS2. It features several sections with specific shapes and instructions:

- Top Right:** A rectangular box labeled "Who? When?".
- Middle Right:** A jagged, starburst-shaped area labeled "What happened?".
- Middle Left:** An oval speech bubble labeled "Saying".
- Bottom Middle:** A circular area with a scalloped edge labeled "Feeling".
- Top Left:** A cloud-shaped area labeled "Consequence..." containing a list of questions:
  - How can you do things differently?
  - What do you need to learn?
  - How can you 'pay back'?
- Bottom Left:** A large arrow-shaped area labeled "Actions from here... (To be completed with staff)".
- Far Left:** A small rectangular box with two lines, each labeled "Signed:".

Appendix 2.2:

Reflection and Restorative forms & resources continued:

2.2 – Scaling sheet

<u>Incident scaling and sanctions</u>			
	Disruption to learning or peace	Emotional harm	Physical harm
<b>1</b>	<ul style="list-style-type: none"> <li>• Interruption</li> <li>• Making distracting noise without realising</li> <li>• Going near another's calm space</li> <li>• Not following instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Facial expression implying put down</li> <li>• Negative comment about another or their work etc.</li> <li>• Rudeness to staff or pupils whilst emotional (apologised)</li> </ul>	<ul style="list-style-type: none"> <li>• Accidental knock, push or shove</li> <li>• Unwanted physical contact</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Interference with peace or work of another (being in or around another's calm space, despite warnings)</li> <li>• Repeated interruption that leads to loss of learning and lack of respect for learners and staff</li> <li>• Being in another's calm space</li> <li>• Making sounds with the intention of distraction</li> <li>• Refusal to follow instructions/stay in defined areas</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal or non-verbal insult</li> <li>• Swearing of any kind</li> <li>• Repeated rudeness to pupils or staff and/or not fully apologised for</li> <li>• Derogatory remarks about pupils or staff that are inconsiderate of the emotional damage to others</li> <li>• Encouraging others to make poor choices in their behaviour</li> <li>• Aggressive language or gestures</li> </ul>	<ul style="list-style-type: none"> <li>• Accidental knock, push or shove due to unsafe behaviour</li> <li>• Forceful unwanted physical contact</li> <li>• Graffiti or damage to property</li> <li>• Throwing projectiles</li> <li>• Unkind physical contact (e.g. poke, pinch, nip etc)</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Behaviour in the classroom that leads to loss of learning for many or all, requiring time out of class for learning to recover</li> <li>• Disruption to the working of the school (e.g. staff needed to deal with incident)</li> </ul>	<ul style="list-style-type: none"> <li>• Swearing, shouting and significant rudeness directly at someone.</li> <li>• Derogatory remarks, aggressive language or actions that can make others fearful/distressed</li> <li>• Deliberate intimidation or incitement to disrupt peace/learning/ environment etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Purposeful aggressive physical contact (e.g. shove, push, slap, kick etc.)</li> <li>• Throwing projectiles that carry risk to the safety to others</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Behaviour leading to significant disruption loss of learning (e.g. class having to be re-located)</li> <li>• Significant disruption to the working of the school (e.g. staff needed to deal with incident)</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated emotional harm as noted above, with the intent to undermine, intimidate upset, distress or anger another (S.T.O.P. bullying – see bullying guidance)</li> </ul>	<ul style="list-style-type: none"> <li>• Violent physical contact causing significant harm/injury</li> <li>• Unsafe behaviour putting self or others at risk</li> <li>• Throwing projectiles that carry significant risk, or with the intent of causing damage or injury</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• As above, whereby class and school need to adapt routine in order to recover from incident</li> </ul>	<ul style="list-style-type: none"> <li>• As above, including physical harm</li> </ul>	<ul style="list-style-type: none"> <li>• Violence causing significant physical or emotional harm</li> <li>• Any unsafe physical behaviour putting self or others at risk of serious harm or injury</li> </ul>

## **Appendix 2.2:**

### **Reflection and Restorative forms & resources continued:**

2.3a – Apology card

2.3b – Apology letter

2.3c – Peace Path

2.4 – Risk Assessment

2.5a – Roots and Fruits – what could the behaviour be telling us?

2.5b – Planning for managing challenging behaviour – identifying triggers & escalators and de-escalation strategies

2.6 – Behaviour Transformation Plan

2.7 – Pupil Voice record

2.8 – Anxiety Mapping

2.9 – Colour mixing sheet

**Sutton Primary School**  
**KS2 Reflection Sheet**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_

Playtime incident / Lunchtime incident / Class Incident

**Pupil Comments:**

1. What did I do, which meant I broke the school's Rules?
2. At Sutton we choose RESPECT Which of the Superstar Seven did I break?

We always listen carefully.	We look after all equipment.	We have kind hands, feet and mouths.
We always try our best.	We share resources and take turns.	We always tell the truth.
We always stay safe in school.		

3. What should I do, to sort out the problem and make things better?
4. What could I do next time, to stop me doing the same thing again?

**Teacher's Signature:**

**Any Additional Comments:**

