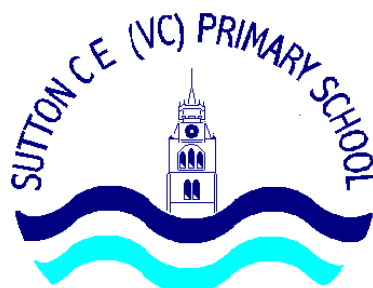


# SUTTON CE (VC) PRIMARY SCHOOL



## BEHAVIOUR POLICY

Version 2017:1

Approved by staff 11.09.2017  
Approved by Governors 1.11.17

**To be reviewed annually**

# **SUTTON CE (VC) PRIMARY SCHOOL**

## **BEHAVIOUR POLICY**

### **Policy Statement**

At Sutton CE (VC) Primary School we take pride in the fact that all members of the school community feel valued and secure, enabling successful teaching and learning to take place.

In particular we aim to

- Ensure the safety and happiness of pupils
- Ensure that children consider others
- Foster a sense of pride in and commitment towards the school
- Provide opportunities for all children to achieve
- Develop social, emotional behavioural skills

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

School rules help children to understand a Code of Behaviour based on:

Respecting and valuing themselves and others whatever their race, religion, gender, cultural background, age or ability.

Working and playing co-operatively.

Respecting and valuing property and the environment.

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

The core school rules are:

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

These rules are 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**

Staff at Sutton CE (VC) Primary School will:

- Recognise and highlight good behaviour
- Praise children for behaving well
- Ensure that criticism is constructive
- Explain and demonstrate the behaviour we wish to see
- 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.

We believe that good behaviour should be rewarded

Examples of rewards include:-

- Praise from staff and peers
- Being awarded smileys / stickers
- Being awarded certificates
- Praise in Assembly
- Headteacher's Award
- Headteacher's Award Tea
- Positive notes in books
- Displaying work and using photographs and other means to record success
- Special responsibilities in class
- 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)

Monitors for

- Registers
- Assembly
- Wet play time
- Computers
- Playground games leaders
- Foundation Stage Buddies

## **Acceptable Behaviour (Sutton's Superstar Rules)**

### **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.

If a child follows the 'Superstar' rules and is really focused in the session, the class teacher may decide that they were working 'above and beyond' and move them up to the 'star'. This will result in them receiving a smiley, privilege of leaving first for break/home and a postcard informing their parents they were on the 'star'. In addition they will earn a token which will go towards their class reward.

**Unacceptable Behaviour**

These rules have been agreed upon by the whole school and any breaking of these rules will result in them entering the behaviour system.

- 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 may be asked 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.

These will be kept as a record by the class teacher and monitored half termly by the Deputy Headteacher and reported to the Senior Leadership Team 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 prior to the half term monitoring

- 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 ended 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**
- 2. Foul or abusive language or actions**
- 3. Acts of physical violence**
- 4. Racist comments – these will be reported to the Local Authority via the PRIDE Site**
- 5. Hurtful comments of a personal nature**

These behaviours will result in the child filling in the Reflection Form, an apology letter written, if appropriate, 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 Year Group Team 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, the Deputy will intervene and act as the next step in the chain.

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.

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 none of these sanctions are effective we will, with parental involvement, formulate an Additional Support Plan for the child. We may also seek further advice from outside agencies eg. Specialist Teaching Team

Where the behaviour is deemed to be very bad eg a physical fight or persistent misbehaviour, the Headteacher may exclude a child for a fixed term and may, after all other strategies to support a change in behaviour have been exhausted, seek a permanent exclusion.

## **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 is a quiet reflection area for older 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 more important than punishment.
- Some ignoring of minor misbehaviour is acceptable within an overall strategy.
- 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)

### **Monitoring of this policy**

This policy will be monitored by the Deputy Headteacher and members Senior Management Team who will report repetitive or serious incidents to the Headteacher during SMT meetings.

### **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.

## Appendix 1

### Behaviour Management Strategies (not in any particular order)

- Set your guidelines for behaviour at the start of every lesson.
- Be a positive role model by modelling the behaviours you are expecting
- Refer to class rules that are displayed
- Talk quietly on 1:1 basis
- Isolate – either move child or surrounding children
- Gather class together by
  - 1) password
  - 2) non-verbal gesture
- Use peer pressure
  - 1) select and praise good role models
  - 2) praise individual as soon as you can for a change in their behaviour
- Look at seating in room – is it working? School encourage a boy/girl seating pattern
- Give a warning and explain which sanction will happen if no change occurs
- Give a child struggling with their behaviour a job to do eg be a monitor for books
- Engage them in a job for you eg. looking for who to give a smiley to
- Sit them at the back of the room during teacher input
- Give TA the role of monitoring behaviour during teacher input – give them a register of names – tick positive role models
- 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 a sense of humour
- Get to know what the class do outside of school and then take time to be interested in them.
- Help them to feel proud of their achievement
- Give very clear instructions – but not too many at a time and check at end who understood by questioning individuals
- Be fair and consistent
- Take time to sort out disagreements fairly
- Try to avoid confrontation – give time and space for both parties to calm down and explain this to the pupil
- Give a choice so that the child is taking responsibility for behaviour
- 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
- Praise those who do achieve target
- Be clear about your learning objectives
- Keep your lessons pacy
- Use TA to keep target group focused
- Never sit with a group unless you can see everyone in the class eg. have your back to a wall
- Use Headteacher's Award Book – keep a register of who has been in the book during an academic year
- Use a timetable book to monitor behaviour – are there key times
- Talk to colleagues who may have taught the child previously
- Do some PSHE work during silent reading with a target group/pupil
- Have a 10 minute break from child by sending them on a purposeful errand/send to team leader



- Send to Deputy Head and/or Head
- Send child out to play or at home time individually or a table at a time
- Stand by your classroom exit to supervise cloakroom behaviour
- Try to keep calm, explain to child that everyone needs 10 minutes 'space' before dealing with an incident
- Intervene with 'How can I help you?' it's less confrontational and better than 'Tell me what happened.'
- Keep in at playtimes – no more than 1 minute for a every year of a child's chronological age
- Fold arms instead of hands up – it stops 'lolling' around behaviour and is more comfortable
- Be mindful of your non-verbal language – folded arms can be interpreted as being confrontational
- Have set seats – make a room plan for supply teachers – to keep individuals apart
- Be organised yourself to stop any opportunities to misbehave
- A quiet working atmosphere is best for all
- Remember all children can be mischievous!
- Be confident and portray this in your manner and delivery.
- Make Behaviour Policy available for supply teachers and if present, brief them on it so a consistency can be adhered to in your absence.

**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. Which Rule(s) 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:**

**Sutton Primary School KS1 Reflection Form**

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

Playtime incident / Lunchtime incident / Class Incident

**School Rule broken**

**Pupil Comments:**

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.		

**1. What did I do?**

**2. How can I make things better?**

**Teacher comments:**

**Teacher's signature:**