



# BEHAVIOUR POLICY

Our principal aim is that every member of Little Sutton C. of E. Primary School community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all.

Our Behaviour Policy is designed to support the way in which all members of the community can live and work together in a supportive way. It aims to promote an environment where everyone feels safe and secure.

The primary aim of our Behaviour Policy is to establish a positive school climate which will foster co-operation, willingness and responsibility thus building a sense of community. Through the promotion of respectful relationships, people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in a collaborative, effective and considerate way.

### **Policy Aims**

Through the promotion of good behaviour, this policy aims to:

- Offer a structure within which children can develop skills of self-discipline.
- Create a community where people behave considerately towards one another.
- Help children grow in safe and secure environment – to become positive, responsible and increasingly independent members of the community.
- Provide a supportive learning environment where people take risks, welcome challenge and encourage others.

### **Expected Behaviour**

#### **Little Sutton C. of E. Primary School Rules**

- Be polite and considerate towards each other.
- Look after school property and people.
- Follow instructions.
- Help each other learn and achieve.
- Celebrate each other's successes.
- Aim high and be the best you can be.

Little Sutton C. of E. Primary School has high expectations of behaviour of all investors. Through the development of a structured environment with established routines, children are guided towards making choices that promote a safe and positive learning environment for all.

Alongside the established school rules, each class develops their own detailed behaviour agreement at the beginning of the year or on their transition visit to their new class. This will detail expected behaviour to make the classroom a physically, mentally and emotionally safe place to be. The Class Agreement will build detail to the school rules which underpin the expectations of behaviour on all members of our school community.

### **Encouraging Good Behaviour**

- School rules are displayed around the environment and should be referred to as a reminder of what IS expected. Refer to desired behaviour rather than the unwanted behaviour. Link expectations to the Christian Values. Encourage children to model the Values such as being kind and forgiving.
- Children are reminded about expected behaviour through the school environment displays, class discussion, individual conversations and through the PHSE and SEAL curriculum.
- Children are all given a designated role in their classroom to develop their sense of belonging and being a necessary part of our school community. These roles are changed regularly although some be longer term roles.
- Often inappropriate behaviour arises when a child feels upset, angry or frustrated. Children are taught self-calming techniques to help them in situations they find emotionally challenging;

- 'Safe Place' areas are provided around the school. These are small, comfortable areas a child can remove themselves to for a short period of time if they feel they need space to deal with their own upset or to use self-calming techniques. This is not a time out punishment, rather an opportunity to calm down and reflect how they can deal appropriately with their upset.

### Recognising Good Behaviour

It is the expectation that all children will follow school rules, work hard, support each other and complete our daily tasks. These efforts and achievements will be recognised daily through interactions and praise in the moment. The reward is the sense of achievement itself. Physical rewards will be given but in a determinate way. As a staff we feel this will retain the special nature of a 'reward' being something which is strived for and not expected.

#### The Rewards

- Each week we can nominate up to 2 children from each class to receive a 'Thank-You' award. This is awarded for behaviours which are particularly kind, helpful or supportive. We can also nominate up to 2 children to receive a 'Certificate of Achievement' given for work ethic, progress or resilience. Awards are given in Friday's Celebration Assembly.
- Standing out from the crowd rewards will be given and the children can choose from a list of privileges:
  - Wear a hat in class
  - Wear your slippers in class
  - Have a big comfy cushion to sit on in class
  - Perform a talent to the class – 10 minutes
  - Show and tell – 10 minutes
  - Be first in the lines for a week
  - A homework pass
  - Bring a cuddly toy to school
  - Wear your trainers to school
  - Relax during tidy up time

### Dealing with Inappropriate Behaviour

- When a school rule is not being followed, adults will use the agreed 4 Step Approach to de-escalated the problem and provide the child with the opportunity to make good decisions. (See Appendix 2);
- Children are taught and supported to calmly and assertively challenge any low level behaviour they find makes them uncomfortable from any other child. This is carefully monitored by staff. We believe it is important for each child to be able to express what they don't like when a behaviour causes them hurt or upset;
- Children are encouraged to use the self-calming techniques they've been taught in confrontational situations. They are encouraged to use the 'Safe Place' for this purpose and to seek staff support as appropriate;
- If a child's physical, emotional or mental safety has been compromised by themselves or another child, all children involved will take part in a discussion. This discussion will centre around how best to resolve the situation and how to best prevent it occurring again. The situation may have natural consequences or intentional consequences enforced by staff (Eg. removal from class or playground if their behaviour is deemed to pose a threat to their or another other child's safety);
- Consequences will be appropriate to each situation and will be designed to help children learn from their mistakes;
- Consequences will be shared with the child as a choice they are making. The desired behaviour will be presented and a consequence if the desired behaviour is not followed. It is important children recognise that consequences are a result of their choice and not something which is imposed upon them.

The safety of the children in our care is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the class teacher stops the activity and may remove the child from taking part. If a child threatens, hurts or bullies another child, the class teacher records the incident, deals with it as above and the child receives a consequence. If a child repeatedly acts in a way that disrupts or upsets others, the Headteacher contacts the child's parents/carers and seeks an appointment in order to

discuss the situation, with a view to improving the behaviour of the child. (Parents/carers are often involved before this stage as staff aim to have an open informal communication with parents/carers about any concerns).

Little Sutton C. of E. Primary does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation is taking place, we act immediately to prevent further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE non-statutory guidance *The Use of Force to Control or Restrain Children*, 2008. 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.

### **The role of the class teacher**

It is the responsibility of the class teacher to ensure that school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the Behaviour Policy consistently. The teacher treats all children in their class with respect and understanding.

If a child displays inappropriate behaviour repeatedly in class, in the first instance, the class teacher deals with incidents him/herself. The class teacher will contact the parent or carer of a child if behaviour continues to impact on the learning, safety or welfare of that child or others. If inappropriate behaviour continues, the class teacher seeks the support of the Headteacher

### **Behaviour deemed to reflect Special Needs**

For children with SEN, there will be some incidences where the school policy needs adapting to reflect a child's individual needs. Expectations of behaviour will still be high but the rewards and consequences may need to be personalised through an Individual Education Plan which is shared with the child and the parents/carers.

Where inappropriate behaviour consistently fails to respond to quality first teaching and is not managed by the strategies outlined in this document, it is the responsibility of the class teacher, in consultation with the SENCO to draw up an Individual Behaviour Plan to further support children in making good decisions. This plan is shared with the child and the parents/carers.

Where targets are not met, and the child consistently fails to reach the standards of behaviour expected, the SENCO may request the involvement of outside agencies, such as Cheshire Behaviour Support Team. This is in accordance with the Graduated Response Policy of Cheshire West and Chester Local Authority and complies with the Special Needs Code of Practice.

### **The role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout their school, and to report to governors, when requested, on the effectiveness of the policy. It is also their responsibility to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of inappropriate behaviour that threaten the safety of themselves and others. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the Chair of Governors and the Chair of the Trustees has been notified.

### **The role of parents/carers**

Little Sutton C. of E. Primary School works collaboratively with parents/carers so children receive consistent messages about how to behave as a member of a community. We expect parents/carers to support their child's learning, and to co-operate with the school, to be set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences to enable a child to learn from their mistakes, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The role of the Governing Body**

The Governing Committee has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **Fixed-term and permanent exclusions**

The Headteacher, or Senior Leader in their absence, has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher, or Senior Leader in their absence, excludes a child, parents/carers are informed immediately, giving reasons for the exclusion. The Headteacher makes it clear to the parents/carers in a letter that they can, if they wish, appeal against the decision to the Governing Committee immediately by writing to the Chair of Governors. In the letter, the school informs the parents/carers how to make any such appeal. The school also informs the parents/carers that if they consider the exclusion has occurred as a result of discrimination then they may make a claim to the First- tier Tribunal (Special Educational Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Such a claim must be lodged within 6 months of the date the child was excluded. The Headteacher informs the LA and consults with the Chair of Governors and Chair of the Trust about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Committee itself cannot either exclude a child or extend the exclusion period made by the Headteacher or Senior Leader. If a parent appeals against the exclusion the appeals panel meet to consider the circumstances in which the child was excluded and consider any representation by parents/carers. Whilst the Governing Committee has no power to direct reinstatement, they must consider any representations parents/carers make and may place a copy of their findings on the child's school record.

Following a period of exclusion, the child and parent or carer must attend a 'Return to School Meeting' with the Headteacher before they re-enter the classroom. This meeting will:

- Review events which led to exclusion
- Review how feelings and events could have been dealt with more positively
- Reassert the expectations of behaviour and the school rules.

### **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis in consultation with staff. They also report to the Governing Committee on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the Governing Committee to monitor the rate of exclusions, and to ensure that the policy is administered fairly and consistently.

### **Review**

The Headteacher and Governors review and approve this policy every two years. They may, however, review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

***This policy was reviewed in January 2020.***

***Review Date: January, 2022***

## Appendix 1

### Daily Routines and Expectations

All staff share expectations of behaviour around the school environment. We want to guide children in developing those expectations of themselves and will provide a supportive environment in which to do this.

Pictorial cues will be displayed around the environment modelling expectations as they move around the school independently. The pictures will model both expectations and undesirable behaviours. (Fig 1).

The more detailed 'Class Agreement' will fine-tune expectations in daily routines. Guidance on school expectations are set out below:

1. Morning arrival and afternoon departure – the school grounds are not a playground during morning arrival and afternoon departure. Children should be supervised by their adult and chat calmly and quietly. When the gates are open, children walk to their class entrance and wait patiently for doors to open.
2. Cloakrooms – personal space and personal belongings are respected. Children politely and patiently wait to hang their belongings when there is space to do so.
3. Movement around the school – the hall and corridors are part of our learning environment and expectations of behaviour around the school is of the same standard as within the classroom. The hall and corridors should be calm, quiet, tidy and safe.
4. Registration – Children will be greeted during register with a 'good morning *name*' and the same response will be expected.
5. Carpet time – respect personal space and help each other to learn.
6. Lining up – the line will be ordered, quiet and calm. When the adult stands ready, the children face the adult and talking stops.
7. Transition from class to playtime – children will be dismissed to playtime in groups to promote ease of movement. Children will exit the classroom and enter the playground in a calm and safe way.
8. Entering school during breaks - permission from the adult on indoor duty must be requested by the child.
9. Dining – during dinner in the hall, children sit in a seat that is free. Once a seat is chosen, no moving of seats is allowed unless instructed by an adult. Children can talk to others dining at their table but talking must be with a quiet tone. Any mess made must be cleared by the child and they should leave their space clear for the next diner.
10. Toileting during class time – use of the toilet is allowed on request of the adult in charge. In KS2 permission will not be given 30 minutes after a break unless there are special circumstances.
11. Home time – children will be sent in groups to collect their belongings and return to the classroom. Children will then be dismissed in groups and should leave the building calmly.

## Appendix 2

### A Consistent Approach = Shared Expectations

Our approach to behaviour management is designed to offer a structure within which children can develop effective skills of self-discipline. With expectations and rules established and communicated through the environment, children are encouraged to make choices and to recognise that all choices have resulting consequences: choices that promote the ethos of our school community are rewarded and choices that conflict with the ethos procure consequences that require self-reflection.

A co-ordinated 4 step approach to unwanted behaviours is followed to establish consistency of practice. This consistency enables children to understand expectations and provides them with opportunities to make choices about their behaviour.

We want children to recognise that it is their choices and decisions which produce outcomes. Rewards are not given, they are earned when good decisions are made. Sanctions are not imposed, they are chosen when poor decisions are made.

### The 4 Step Approach

STEPS			
1: Directed instruction	State the expectation in a regular tone of voice.	This instruction should instruct what behaviour is wanted and not state the unwanted behaviour.	Go and sit in your seat.
2: Assertive reminder	Re-state the expectation with a firm but calm tone with eye contact.	Again focus on desired outcome. Keep instruction short. Use of name my focus attention.	'Fred, go and sit in your seat.'
3: Choice and consequence	Help children learn cause and effect to inform their choices.	State the choices the child now has in a calm and neutral tone.	These are your choices Fred: you can choose to keep wandering around the classroom and lose 5 minutes of play or you can choose to sit in your seat and keep 5 minutes of play.
4: Implement consequence	If the child chooses the consequence, remind them that it was their choice.	Maintain a calm and neutral tone.	You had the choice between wandering around the classroom and losing 5 minutes of play or sitting in your seat and keeping 5 minutes of play. You chose to continue wandering around therefore your name moves to the BLANK colour.

## Appendix 3

### Consequences

At Little Sutton C. of E. Primary School we focus on recognising and promoting good choices, but we realise that sometimes children will make choices which result in undesirable consequences.

A consistent, whole school approach will offer a structure within which children know what their options are. They will be able to make informed choices and will be supported in self-regulating their behaviour.

Playtimes are a privilege earned through following school rules within each session.

- At the start of each session, all children begin on the yellow smiley face which earns them 15 minutes' playtime.
- When a child behaves in an undesirable way, the 4 Step Approach is followed.
- If at stages 1, 2 or 3 a child makes good choices, they remain on the yellow face.
- If stage 4 is reached, the child moves to green. They have chosen to lose 5 minutes of playtime.
- If an undesirable behaviour is again shown, the 4 Step Approach is again followed providing the opportunity to self-regulate behaviour and make good choices.
- If stage 4 is again reached, the child moves to orange. They have chosen to lose 10 minutes of playtime.
- If further undesirable behaviour is shown, the 4 Step Approach is again followed. If stage 4 is reached, the child moves to 'STOP'. They have chosen to lose all of playtime. If they have behaved appropriately during this restricted time, they may be allowed to go outside for the final few minutes for fresh air and a release of energy. This is often beneficial to accomplish a fresh start to the new session.
- If a child misses a playtime more than two times in a week, parents/carers are informed.



- There will be occasions where undesirable behaviour continues when a child is on 'STOP'. Again the 4 Step Approach is followed to provide an opportunity for self-regulation. If stage 4 is reached, the child has chosen to be put in time out. Time out results in the child being removed from their classroom to work in another class, in isolation or with the Headteacher until they show they are ready to return to class.
- There are some behaviours which result in an instant move to 'STOP' and loss of all playtime. Parents/carers are informed when this occurs and it is recorded in the class incidents book.
- Aggressive physical violence towards others.
- Offensive language or threats.
- Purposeful damaging of school property.
- Racial or hate crime (which will be reported immediately to the Headteacher and parents/carers contacted).