



Behaviour Policy and Code of Practice

Policy Statement

At Little Sutton Primary School we aim to achieve and sustain outstanding behaviour and discipline in order to make the children's experiences of school life enjoyable, safe, secure and rewarding. This will maximise teaching and learning opportunities – raising the quality of education for all at Little Sutton School.

All members of staff are concerned with the behaviour of all children and will lead by example, communicating good behaviour and expectations both directly and indirectly by means of effective discipline. At the heart of this policy and code of practice is the belief that all intervention is based on a fundamental respect for each individual. The staff at Little Sutton recognise the importance of building helpful relationships with our pupils and between each other. Outstanding behaviour is most often associated with good relationships and mutual respect.

The children and the school community have jointly developed our core values, *Learn, Strive and Succeed* (Appendix 4: Mission Statement). These along with the British values, underpin our positive ethos in school (Appendix 5: British values). Pupils are to be encouraged to be responsible for their own behaviour and actions. Self-discipline is at the heart of effective learning. The school code of practice will be communicated to parents, through a clear, concise leaflet and a home/school agreement contract. They will be encouraged to share the responsibility for the behaviour of their child. We appreciate the importance of their support when difficulties concerning behaviour arise.

We believe that the use of praise and encouragement is a more effective means of communicating good behaviour expectations than negative comments. By fostering positive relationships between children and staff the children will feel valued both as individuals and as part of the school community, thus promoting self-esteem, self-confidence and self-respect on a personal level and co-operation, consideration, courtesy and respect for others on a social level. Through this, we hope the children will develop pride in themselves and in their school, together with a sense of belonging. A list of rewards and sanctions are contained in the code of practice.

We are committed to providing the children with a well structured and ordered school experience and believe that effective communication between all staff on matters of behaviour and discipline is essential in order to achieve this. In addition, the policy and practice will be reviewed regularly in phase, leadership and whole staff meetings.

Equal opportunity and maximum inclusion

1. An individual's difficulties and needs can vary over time and in different settings. Thus individuals should avoid "labelling" children and young people.
2. All children should have maximum access to the mainstream curriculum and children should be educated, as far as possible, with their mainstream peer group.
3. Policy, planning and action in the field of behaviour management should be anti-discriminatory and conform to equal opportunity policy.

CODE OF PRACTICE

Roles and responsibilities.

As part of the educational process, all adults in the school community have a responsibility to teach children appropriate behaviour. All staff are responsible for their children's pastoral care and behaviour, but they do this in conjunction with the Head Teacher, Deputy and Inclusion Manager. This responsibility is also shared with teaching assistants and lunchtime supervisors. When staff have a concern about behaviour they are encouraged to share this concern with the Inclusion Manager and Phase Leader. The Inclusion Manager will seek advice/support and, where appropriate, liaise with the Head Teacher, parents and outside agencies. Where appropriately behavioural targets will be set and recorded on an Individual Target Plan (ITP). A record of serious incidents is kept by the Head Teacher to record serious and persistent incidents of misconduct.

School Rules/ Rights and Responsibilities

The school rules/ Rights and Responsibilities which were devised by the School Council in consultation with classes, are displayed prominently in the halls, multimedia area and main corridor. *See Appendix 8*

Classroom

Effective discipline is achieved primarily through the provision of a well planned and stimulating curriculum delivered in an organised, well resourced and managed environment.

Class rules are discussed and enforced at the beginning of each school year. These may differ from year group to year group but will include the following ideas:

Children are encouraged to respect the space, work and property of their peers and to be considerate of their feelings and opinions.

Basic rules of safety must also be introduced and enforced:

Children must not be left unsupervised at any time.

The use of technology tools and electrical equipment by children must be supervised by an adult.

The movement around school during lesson time must be kept to a minimum.

Children are not permitted to run in the corridors or classrooms.

We believe that establishing teacher expectations at the start of the year, and issuing reminders through the year, is time well spent. The teacher should make explicit the procedures, routines and expectations for:

- Using the cloakroom
- Entering/ leaving the classroom
- Registration
- Movement around the school and classroom
- Using/ sharing resources
- Going to the toilet – *see guidelines in Appendix 9*
- Wet play/ lunchtimes
- Tidying up etc

Safety of pupils/ pupils leaving school without permission

Children absconding from the school site will be dealt with in the light of the circumstances and their age. During lessons a disruptive child should not be sent outside the door unsupervised (refer to Behaviour Framework – Sanctions Appendix 2). If a child absconds the class teacher's duty is the care of the remaining children. The first course of action should be to notify the office and Head Teacher who will inform parents and attempt to follow and retrieve the child. If the whereabouts of the child cannot be determined within a reasonable length of time then the local police should be informed. *(Please refer to Safe Handling Policy)*

As a safety precaution ALL staff should challenge ALL adults on site if they are unknown. *(Please refer to Safety Guidelines)*

Playground

To ensure the safety and welfare of the children the teachers on duty should arrive promptly at the beginning of playtime and at 8.45 a.m. The teacher on duty will bring out the radio and the teaching assistant will be responsible for bringing the incident book and basic first aid equipment. Children are not allowed back into the building during break times unless they have asked the permission of the teacher on duty or lunchtime supervisor and have reported back to them on their return.

If a child receives a minor injury during playtime this will be dealt with by the TA on duty. For more serious incidents the child can be escorted by the TA to receive first aid. If a child cannot be moved or a staff member is on their own when a serious injury occurs on the playground then a first aider is requested using the radio (*refer to separate written guidelines for first aid procedures*)

Rotas are written for the special areas of the playground to designate which year group may use: ball games, quiet area, activity equipment.

When the weather has been consistently dry the teacher on duty, or Lunchtime Co-ordinator, decides if the children are allowed on the grass for the break times. Playground rules are displayed prominently on each playground. *See Appendix 8*

Wet Playtimes

Three bells at the start of playtime or at 8.45a.m. signal that the children are not to be sent out to play. The decision as to whether or not the children may play outside is made by a senior member of staff.

During wet breaks Y1 & Y2 go to the infant hall, Y3 go to Johnson Hall (when available) and all other children remain in their classrooms supervised by a member of staff. Equipment will be made available.

Lunchtime Supervision

The Lunchtime Co-ordinator decides if the weather is suitable for a “wet” or “dry” break and if the children are allowed on the grass. Children attending lunchtime clubs or activities report to the supervisor responsible for letting the children in. Staff must ensure that the lunch time staff are given a copy of the register of children attending clubs.

All supervisors wear medical bags and they deal with minor incidents. More serious injuries are referred to the Key Stage Supervisors who in turn will inform the Lunchtime Co-ordinator.

All supervisors have an incident book. The Lunchtime Co-ordinator checks them on a daily basis, but any more serious incidents are dealt with by the Key Stage Supervisors /Lunchtime Co-ordinator, or passed on to a senior member of staff depending upon the severity of the incident.

Little Sutton has Golden Lunchtime Rules which are promoted. There is an award for the best class in each Key Stage for keeping the Golden Rules each week. Four children, who have tried hard to keep to the rules, are invited to a special Golden Table on Fridays. *See Appendix 9*

After School Clubs

Written permission must be obtained from parents/ guardians of children who wish to attend after school clubs. The teacher in charge of the club should keep a weekly record of attendance. Teachers must ensure that children are collected by their parents after the club, unless written information has been received beforehand.

Educational visits

Little Sutton children are often complimented on their behaviour when they are out on educational visits.

Once the destination and details of the visit have been researched by the class teacher, parents and pupils need to be informed and written permission obtained. It is essential that the teacher in charge completes the necessary risk assessment documentation. The risk assessment should include behavioural issues that may arise. Children and all accompanying adults must be absolutely clear about safety regulations and the code of conduct expected – need for courtesy and respect for people, property and the environment.

Parents/helpers who have not undergone a CRB check will not be left unsupervised with children (*Refer to Educational Visits Policy*)

Rewards and Sanctions

We believe in a positive approach where the emphasis is on rewarding good behaviour. Once a reward is given it must not be taken back. *See Praise and Rewards – Appendix 3.*

It is equally important to discourage and punish unacceptable behaviour in school. These will vary according to the situation and age of the child but guidelines for this are included in Appendix 2.

Adopted by the Governing Body

17th May 2016

Review May 2017

Appendix 1 – Anti Bullying policy

What is bullying?

Bullying is any behaviour that is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked, persistent and can continue for a long period of time. It always reflects an abuse of power and is usually premeditated.

Bullying behaviour can include:

- Physical aggression, such as hitting, kicking, taking or damaging possessions.
- Verbal aggression, such as name calling, threatening comments, insults, racist remarks, teasing, sending nasty notes or making nuisance calls.
- Indirect social exclusion, such as deliberately leaving someone out, ignoring someone, spreading rumours about someone or about their family, including online bullying.

Racial, sexual or homophobic harassment involves the same kinds of behaviour directed against someone because of their cultural or ethnic identity, their gender or sexuality. Harassment is defined as any kind of unreasonable behaviour which alarms, distresses or torments someone else.

Prevention is better than cure.

Strategies that we use to prevent bullying:

- Themes such as friendship, conflict, power and trust are used as a basis for assemblies.
- Praise is given for co-operative behaviour.
- Effective supervision of children, anticipating potential difficulties.
- Through circle time, role play and discussion.
- External agencies and special events to raise awareness.
- Use of Barriers to Learning to support individual children.

Incidents of bullying are taken seriously and dealt with as soon as possible. The incident should be investigated by the class teacher. Support and help is available from the Phase Leader, Deputy and/or Head Teacher if necessary. The incident is then discussed with the bully and he/she is encouraged to empathise with the victim. Support should be provided for the bully to avoid repetition. All serious incidents of bullying must be reported to the Head Teacher and the parents of the bully and the victim need to be informed.

We promote an atmosphere where children are encouraged to speak out about incidents of bullying and inform an adult.

Racist comments are reported to the Head Teacher and recorded. Parents are informed and numbers of incidents are reported to the LEA on a termly return form. (*Refer to Guidelines for Dealing with a Racist/Homophobic Incident*).

Incidents relating to homophobia are also reported directly to the Head teacher and recorded. Parents of both parties need to be informed.

Little Sutton Primary School Management Framework (Appendix 2)		Behaviour
Behaviour examples:	Possible Strategies/sanctions	Notes/ comments
Low Level Disruption		
Eating in class, including gum Calling out, interrupting the teacher, making silly noises or faces Non-uniform/lack of PE kit in KS2/ inappropriate language heard between children.	Respond immediately. Point out class rules, eye contact, frowning Intervene in personal space, divert misbehaviour- distract with a question, pick up the pace of the lesson Non verbal cues e.g. hand pupil a visual reminder (good sitting../ traffic light on amber..), praising a well behaved pupil, moving seat Verbal warning Loss of Golden Time	Positive reinforcement of acceptable behaviour through stickers, golden time Staff need to be consistent and fair – communication between staff groups. Use of circle time/ assemblies to reinforce good behaviour Uniform needs to be constantly reinforced by all staff – reminders in curriculum letters, PE kit letter
Medium Level Disruption		
Repeated low level disruption, plus: Secondary behaviour e.g. muttering under breath, Cheek & rudeness, Avoiding following adult instructions Teasing/ name calling Persistently ignoring whistle Talking in assembly	Above plus: Strong verbal warning, name on the board, “Time out” – 10 mins in another class, refer child to Phase Leader Breaks – stand by teacher on duty / hold their hand, stand by the fence, miss playtime Informal parental discussion Loss of Golden Time	If a child is sent to another class they should be sent with another child and a note. Children should NOT be sent outside the door on their own.
High Level Disruption		
Repeated medium level disruption plus: Persistent name calling Refusal to work/ follow adult instructions Leaving the class without permission Spitting and kicking on the playground “Low- level” vandalism Hurting someone else Swearing	Above plus: Refer to Head / Deputy/Assistant Head/ Phase Leader Loss of golden time Involvement of parents Longer time out of class – to an agreed year group Letter of apology or discussion of action where appropriate Lunch times – warnings that children will be required to be collected and off site during the lunch hour.	Refer to Inclusion Manager for IEP Sticker charts for lessons
Little Sutton Primary School Management Framework (Appendix 2)		Behaviour
Serious Level Disruption		
Repeated high level disruption plus: Vandalism Deliberately hurting other children Stealing,	Above plus: Removal to DHT/ HT Formal meeting with parent/pupil/ Educational Psychologist/ behaviour support Refer to Inclusion Manager	

<p>Planned disruptive behaviour, Bullying Biting, kicking, scratching</p> <p>Racial/Homophobic Abuse</p>	<p>Lunchtimes – children required to be collected and off-site for the lunch hour. Exclude from school trips/ after school activities</p> <p>Reported to Head Teacher</p>	
<p>Extreme Level Disruption</p> <p>Repeated serious level disruption plus: Persistently running out of class/school without permission. Serious physical violence.</p> <p>Persistent racism, homophobic comments, verbal abuse/ aggression to staff</p> <p>Extremist comments or actions</p>	<p>Above plus: LEA referral Police involvement Fixed term exclusion</p> <p><i>Refer to Guidelines for dealing with a Racist/Homophobic Incident</i></p> <p>Reported immediately to Single Point of Control (SPOC) Head Teacher – who will deal with the matter in line with the Safeguarding Policy. See Safeguarding Policy.</p>	<p>Permanent exclusion, although a last resort, may be used for very serious incidents in line with LEA Guidelines.</p>

Little Sutton Primary School Behaviour Framework - PRAISE and REWARDS (appendix 3)

Examples of good behaviour, worthy of praise	Examples of suitable rewards	Notes/ comments
Mild / Medium	Benches in assembly Smiles Verbal praise Stickers House points Written praise in marking Non-verbal praise, eg. Thumbs up	Mainly responses to individuals but whole class/ groups should be rewarded e.g. good behaviour on trips.
Polite, Good listening/ looking/sitting Following instructions Kindness		
High, Very Good, sustained	As above plus: Send child to other members of staff for praise Certificates Sitting on benches in assembly Individuals allowed to do "jobs" e.g. tidy up Celebration assembly Visit to Phase Leader Take good work Phase/Curriculum Leader, Assistant Heads, Deputy, Head Teacher Golden time – choose activity Parents informed through reading diaries (KS1)/ homework diaries (KS2) – praise cards/ post cards Golden Table, Golden Lunchtime, Extra football day 100% Golden Time certificate Raffle tickets- lucky dip	
As above, sustained plus: Working hard consistently Using own initiative Removing self from a bad situation – making right choices Honesty/ self discipline. Keeping all Golden Time 4Rs		
Excellent, sustained	As above plus: Merit assembly End of year special awards Visit HT/DHT Governor award Head boy/ Head girl election/ Chair/Vice of Student Council Star of the day/ week Text messages Praise cards	
As above, sustained plus: Setting an example to others Excellent work Good citizenship Role-model		

Appendix 4:

Mission statement

Mission statement



Pupils at Little Sutton

Learn by aspiring to be	Strive by being	Succeed by aspiring to be
Enthusiastic	Resilient	Empathetic
Concentration	Determined	Compassionate
Independent	Ambitious	Happy
Thirst for learning	Confident	Articulate
Reciprocity	Reflective	Sociable
Resourceful		Well rounded
		Fit and healthy
		Respectful

Appendix 5:

Promoting British values at Little Sutton

The DfE have recently reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”* At Little Sutton Primary these values are reinforced regularly and in the following ways:

Democracy:

Democracy is rife within the school. Pupils have the opportunity to have their voices heard through our Pupil Council and Lead Learners. The elections of House Captains, are based solely on pupil votes. Our school behaviour policy involves rewards which the pupils vote on as a class group. Each year the children decide upon their class rules and the rights associated with these. All the children contribute to the drawing up of the rules. We have a student council which meets regularly to discuss issues raised from classes. The council is genuinely able to effect change within the school. Children have an annual questionnaire where they are able to put forward their views about the school.

The Rule of Law:

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Little Sutton. Pupils are taught from an early age the rules of the school. There are our class rules, playground rules and e-safety procedures. Pupils are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service, Bike ability, Computer explorers etc. are regular parts of our calendar and help reinforce this message.

Individual Liberty:

At Little Sutton Primary, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make informed choices, through a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our e-safety and PSHE lessons. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect:

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

Tolerance of those of Different Faiths and Beliefs:

Little Sutton Primary is a diverse school. We actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons and PSHE lessons reinforce messages of tolerance and respect for others. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. The children visit places of worship that are important to different faiths.

Appendix 6 Little Sutton Primary School Rules

- Walk quietly and sensibly around the school at all times.
- Be respectful to others and their property.
- Treat others how you would wish to be treated.
- Try your best at all times in everything you do.

Appendix 7 Little Sutton Primary School

- Guidelines for children going to toilets;
- All children are encouraged to go to the toilet at lunchtimes.
- Reception children are to ask to go to the toilet when they are on the carpet. At other times Reception children can use the toilet when needed.
- Children can come into school to use the toilets at break time and lunchtimes.

Appendix 8 Little Sutton Playground Rules

- Walk quietly to and from the playground.
- Always ask before leaving the playground.
- Keep inside the safe area.
- Stop and listen when the whistle blows.
- Respect others, their property and our environment.
- Keep quiet areas peaceful.
- Treat others how we would wish to be treated.

Appendix 9 Little Sutton Lunchtime Golden Rules

- To be kind to others
- To use your quiet lunchtime voice
- To play well with other children
- To keep calm
- To stand quietly and patiently in line
- To remember your manners