



Sutton in Craven C of E (VC) Primary School

Behaviour Policy

Date Adopted: November 2018

Next Review: September 2019

Reviewed annually by Full Governing Body

Rationale

- All staff, governors and children have high expectations of the standard of behaviour in school. This includes respect for all.
- At Sutton CE School all children and staff have the right to feel safe in their school environment; the behaviour of everyone should support this.
- Good behaviour is promoted at all times and is not simply expected and accepted but rather must be noticed and remarked upon.
- Good behaviour is promoted but at times there will be instances of unacceptable behaviour and it is in these cases that sanctions will be imposed.
- Where behaviour is considered severe, the school will work in partnership with the parents and where necessary outside agencies.

Promoting positive behaviour

- The *expectation* of good behaviour is the guiding principle of this policy.
- We have a whole school approach based on 'Golden Responsibilities', which are displayed prominently in every classroom and other areas of school. These rules link to rewards and sanctions.
- It is a specific policy in school that good behaviour is noticed and remarked upon. All staff are encouraged to look for good behaviour and to praise it, in order to 'catch them being good'.
- Staff are expected to set an example by treating pupils and each other with courtesy and respect.
- The curriculum and collective worship are used as vehicles for the promotion of good behaviour.
- We have high expectations of behaviour. Pupils are encouraged to be responsible for their own standards of behaviour and they are encouraged to promote standards of good behaviour in other pupils. Older pupils are expected to demonstrate good behaviour to younger ones at all times.
- Parents are encouraged to support the school behaviour policy, which is available on the school website.

Golden Responsibilities				
We are kind	We listen	We learn together	We respect each other and our environment	We act safely
Golden Do's				
We help each other	We do as we are asked first time	We always try our best	We say please, thank you and excuse me	We keep our hands and feet to ourselves
We share	We look at the person who is talking	We help each other learn	We speak nicely to everyone	We walk in school at all times
We include everyone	We listen without talking	We are proud of our work	We treat all property with care	We work and play well together

Use of Team Points

- School 'teams' are named after local landmarks: Pinnacle, Clough, Tower, Park.
- Each team has an associated colour; red, blue, yellow, green. Children collect team points/counters to put in their classroom team points collector.
- Team points/counters are given for positive behaviour and effort in learning; they will be linked explicitly to our 'Golden Responsibilities' and it should be made explicit to the child when they are given as to which 'golden responsibility' the team point/counter is being given for.
- 'Year 6 Team Captains' will then count up all the counters for the teams and announce how many they have during the awards assembly. The winning team with the most team points/counters each week will then be recognised by the awarding of the school 'Team points Cup' and the scores will be recorded on a display in the hall.
- Each term the team whose accrued score is the highest will be rewarded with chocolate biscuits and juice. The year 6 Team Captain will choose which biscuits / snacks will be provided for their school team.
- All adults in school will be given a collection of team points/counters which they can give out to any child whenever they feel this is appropriate.

Class rewards

- Key Stage 1 and Lower Key Stage 2 classes will earn 'Class Stars', awarded at the teacher's discretion, for whole class effort or attainment in something particular. These however, are used sparingly in order to raise their profile and importance.

Learning and Caring Hero Awards

- Three awards per week, two for learning and one for caring are given by class teachers/Teaching Assistants and are explicitly linked to the school Golden Responsibilities and Christian values. Certificates are awarded in Awards Assembly on Friday.
- Photographs of the award winners will be displayed for one week in the school hall.
- All children who are awarded Learning and Caring Heroes will have juice and biscuits with the Headteacher.

Use of class behaviour charts

- Behaviour charts will be displayed prominently in all classrooms. Each chart will have large weather symbols on, relating to children's behaviour, with moveable children's names on. (See Appendix 1)
- All children start each new day 'on the sun'.
- A child may start the day 'on the sun' and go up to the rainbow / star if they have displayed particularly commendable behaviour and/or effort. Early Years and Key Stage 1 children in school who have remained on the sun / rainbow / star all week will receive a sticker to share their positive behaviour with parents.
- At the end of each day the children will be awarded the number of counters/team points associated with where they have *ended* on the chart that day (see Appendix 1).
- Any child ending 'on the star' or 'on the rainbow' for the day will have this logged in the 'class behaviour book' by their Teacher so they know when a child needs awarding a Star or Rainbow certificate.
- Throughout the year children will incrementally work towards attaining 10 'rainbow days' and / or 5 'star days'. This achievement will be recognised in Friday awards assemblies via 'rainbow certificates' and 'star certificates'. Should children achieve more than 10 rainbows or 5 stars, the awarding of a 'double rainbow' or 'double star' certificate will be made.

Responding to unacceptable behaviour

- The following behaviours are those, which will be considered as more serious by the school and are called 'Golden Don'ts'

Golden Don'ts
<ul style="list-style-type: none">• Hurt other people on purpose• Answer back to adults in a rude way.• Damage property on purpose• Use rude language or gestures• Walk away when being spoken to by an adult

Use of class behaviour charts

- Following an explicit verbal warning ("This is your first warning for...") children can potentially move down the chart onto 'the white cloud' if the unacceptable behaviour/effort continues. If the child then continues through the day with their poor behaviour / effort they can potentially be moved to the 'grey cloud' following a further interim warning e.g. "This is your final warning before you are moved onto the grey cloud".
- Children in years 2-6 who commit a 'Golden Don't' will receive no warning and will instantly move to 'the grey cloud'. If a child moves to the grey cloud for committing a 'Golden Don't' they will miss the first 20 minutes of the next lunchtime. During this time they will be sat outside the Headteacher's office and will reflect on their behaviour. In the Headteacher's absence, the most senior member of staff will ensure this is carried out through supervision from someone else.
- Children who have gone onto a cloud may redeem themselves through positive behaviour/effort throughout the rest of the day i.e. they may move down to 'the grey or white clouds' but through positive choices move back up the chart and potentially reach 'the sun' once again. In these instances, no reporting to parents will take place, unless teachers deem this appropriate, parents specifically ask or if a 'Golden Don't' has been committed.
- Any child who has been on the grey cloud and has *remained* on the grey cloud for the rest of the day or who has committed a 'Golden Don't' will have their parents informed at the end of that day by their class teacher. If no parent is collecting the child from school, a phone call will be made to the parent or a note put in the child's planner.
- Any child in Reception or year 1 who ends the day on 'the grey cloud', will be expected to sit silently by themselves in their classroom during 'choosing time' with a 'sand timer' for a specified time to consider their actions. The time specified will be no longer than 10 minutes and will depend on the child's age, level of understanding and special educational needs.
- Any child who finds themselves on the 'grey cloud' at anytime (even if they have 'redeemed themselves') will be logged in the class behaviour book to enable tracking over time.

Sanctions

- Pupils and staff members should have a clear understanding of which sanctions will be used for inappropriate behaviour. Teachers are expected to use a degree of professional judgement in deciding if and when to impose a sanction and the severity of that sanction. This reflects that fact that all children and all situations are unique.
- Children will be treated fairly and equally, with their 'version' of events always being listened to regardless of first appearances or the views of other children.
- No 'blanket' sanctions will be given by any member of staff; all sanctions should always be specifically related to each child's *individual* behaviour.
- If parents need speaking to regarding any incidents of poor behaviour, in the first instance, teachers will hold these conversations.

Exclusion

- The ultimate sanction is exclusion. The decision to exclude temporarily (less than 5 school days) is taken by the Headteacher in most circumstances, in order for the school to review current provision for the child and adapt this if necessary. In accordance with statutory guidance, it is not seen as or used as a sanction in its own right. Permanent exclusion is undertaken in extreme circumstances, in accordance with **Department for Education** Guidelines.
- Exclusion is made in agreement with the Governing Body should an exclusion be permanent or fixed-term for longer than 5 school days.

Dinnertimes

- Each class has a 'dinnertime book', which resides in the school library. This book will be completed each day by Midday Supervisors between 1.00-1.15pm, following dinner play. This will then be handed over to class teachers for them to decide how any instances of unacceptable behaviour will be dealt with e.g. the imposition of sanctions / moving onto the 'the cloud' if this is considered appropriate. In this way no verbal feedback will be required from Midday Supervisors and no afternoon learning time lost as a result.
- Any child who is given a warning about their behaviour will be expected to spend 5 minutes 'time out' on the playground to calm down and consider their actions before rejoining their peers.
- 'Playground Buddies' are appointed each year and support children in their play and wellbeing at dinnertimes. Two Playground Buddies each day perform this role. These children will be permitted one team point each daily to give to a child of their choosing for positive dinnertime choices. These will be written by the children in the Midday Supervisors lunchtime books so a record can be kept.

Bobbins

- The 'weather chart' system will be used, as in classes. However the Bobbins rewards and sanctions system will stand separately from those used in the classrooms i.e. behaviour management within Bobbins in the morning will not impact on the classroom 'weather chart' and conversely, classroom weather charts and behaviour management will not impact on Bobbins after school club. This is to ensure that those children with working parents whose children attend Bobbins are not unfairly penalised.
- Each Bobbins session starts with each child on 'the sun', regardless of classroom behaviour choices and / or previous Bobbins sessions. Children will work towards earning 'Bobbins Buttons' which will awarded each session in a similar manner to team points: 1 token if children end the session on 'the sun, 2 tokens if they end of the session on 'the rainbow' and 3 if they end of the session on 'the star' (they will not be called team points in order to avoid confusion with children).
- Children will then have the ability to 'spend' these tokens on treats which all Bobbins children together can enjoy (morning and after-school attendees). For example, a Bobbins party, pizza and popcorn, ice creams at Sutton Park.

Bullying and prejudicial behaviour

- Bullying in our school is extremely rare and is dealt with robustly. Any instances of bullying will result instantly in moving onto the 'grey cloud'.
- Prejudicial behaviour e.g. racist remarks will also be dealt with in accordance with the above approach.
- See also school anti-bullying policy.

Special Educational Needs (Behaviour)

- Children who are named on the school's SEN register, as having 'social and emotional' needs will receive appropriate support and monitoring. A differentiated approach to meeting children's needs, e.g. a child receiving an additional verbal warning, will be carefully considered for those children whose needs meet professionally set criteria as set out in the Special Education Needs Code of Practice.
- Outside agencies, such as 'Enhanced Mainstream Schools' will be brought in to provide advice on children who are displaying challenging behaviour as a result of their needs. This advice usually takes the form of behaviour management strategies for teachers/teaching assistants/parents and the situation will be reviewed regularly in school.
- The needs and provision for children with an Education Healthcare Plan who display challenging behaviour will be reviewed annually at a formal meeting, which will be attended by representatives from appropriate professional bodies who support the school in its work with that child. Parents also attend these review meetings.

Monitoring

- All staff will analyse patterns of positive, as well as unacceptable behaviour for classes, year groups, and for specific groups within school e.g. SEN, girls/boys.
- Informal feedback and formal consultation (e.g. questionnaires) will be used with parents, staff and children to support the school's views on the implementation and effectiveness of the policy.
- A regular report will be made to the Governing Body of instances of unacceptable behaviour and will be discussed with Governors to ensure the school policy is being implemented effectively and is having a positive impact on behaviour.

APPENDIX 1: Behaviour Chart

	Outstanding learning or behaviour: 3 Team points
	Very good learning or behaviour: 2 Team points
	Good learning or behaviour: 1 Team point
	Poor learning or behaviour
	Unacceptable learning or behaviour / 'Golden don't' committed

APPENDIX 2: Use of Restrictive Physical Intervention

Only staff who have undertaken restrictive physical intervention (RPI) training in school, by an accredited trainer will carry out RPI

Background:

- It is important to acknowledge the importance of good relationships and good teaching/learning which underpin the good social/emotional development of all pupils. Therefore, this policy should be read in conjunction with our policies on: equalities, teaching and learning, special educational needs (SEN) and behaviour and attendance.

Rationale:

- The vast majority of pupils at Sutton in Craven Church of England Primary School behave very well and make progress in whatever the setting. However, in order to fulfill our duty of care to all pupils, prevent harm and maintain a safe and secure learning environment, as a last resort, we may, on a very small number of occasions, need to physically care for (restrain) a pupil for his /her own safety or the safety of others.
- This policy covers those situations where incidents are foreseeable and school has planned interventions which are agreed and supported by parents /carers; and are monitored through care or individual pupil plans.
- It does not cover emergency situations which cannot reasonably be planned for in advance.

Principles:

- We may restrain a pupil, if that pupil is at risk of causing significant harm to himself/herself, or to other pupils/adults. Staff should also refer to LA Guidance, September '14, pg. 4 para. 2. There is no legal definition of when it is reasonable to restrain a pupil that will always depend on the precise circumstances of the individual pupil. However, to be lawful, the force used needs to be the minimum necessary and be in proportion to the consequences that it is intended to prevent.
- We must always take account of any SEN and/or learning disability that a pupil may experience. We have two key duties under the Equality Act 2010:
 - a) not to treat a disabled pupil less favourably, for a reason relating to his/her disability, than someone to whom that reason does not apply, without justification, and
 - b) to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage to pupils who are not disabled (reasonable adjustments duty).
- We must never use restraint as a punishment, to physically overpower a pupil who is not putting themselves or others of serious risk of harm or as a threat to manage behaviour. It should only be used to prevent:
 - i) a pupil from committing a criminal offence;
 - ii) causing personal injury (including to the pupil themselves) to, or damage to property;
 - iii.) prejudicing the maintenance of good order and discipline at the school.

Staff to which this power applies is defined in section 95 of the Education and Inspections Act 2006. They are:

- a] any teacher who works at our school, and
- b] any other person whom the head teacher has specifically authorised.

- It is the responsibility of each member of staff to make an assessment of the particular circumstances. Staff will need to know the contents of this policy and decide whether they feel they are capable of managing the situation alone and if physical intervention is required.
- Where it is possible, more than one member of staff should be involved and, ideally where a member of staff is physically managing a pupil of the opposite sex, a member of staff of the same sex as the pupil should be present from the earliest time possible.
- At the conclusion of any incident, the pupil and member/s of staff involved should be offered support to reflect on the circumstances and mediate a best way forward.

- All incidents of restraint must be recorded in school's serious incident book, be reported to parents as soon as reasonably possible, but always within 24 hours and are monitored regularly (half termly) by the Headteacher, and reported on to the governing body each term.

Responding to complaints:

- The use of RPI can lead to allegations of inappropriate or excessive use. In the event of a complaint being received in relation to the use of force by staff, the matter should be dealt with in accordance with agreed procedures for handling allegations against members of staff.

Use of RPI will be recorded by the adult who has carried out the RPI. This will be recorded in the 'Blue Incident Book' in the Head teacher's office. A copy will be provided to parents.