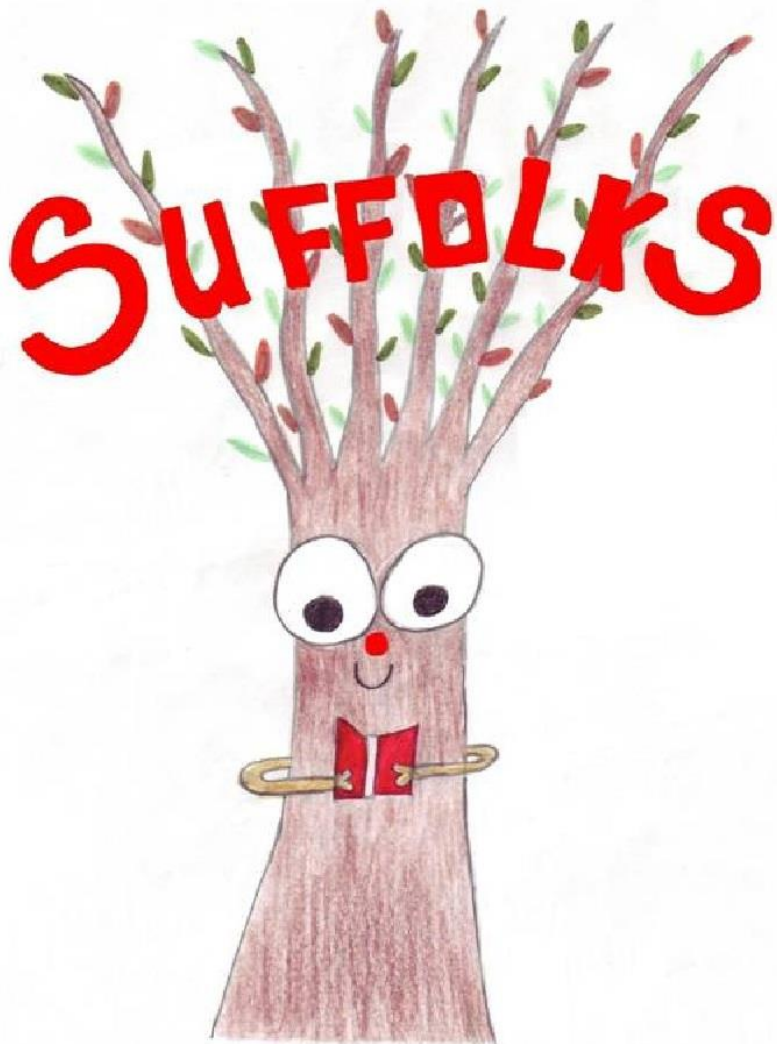


'FROM GREAT TO AMAZING'

2022

# Behaviour Policy



Implemented September 2021  
To be reviewed July 2023

Signed

*A. Cassus*

(HT)

(COG)

*Wiz*

## **Overview**

Expected Behaviour should be given the same regard as any other area of learning and as such will be easier for some children to achieve than others. The aim of our behaviour procedures are to promote expected behaviour and to support children to achieve this if they are having difficulties. Sanctions are given to pupils to ensure that they understand the consequences of unacceptable behaviour.

Behaviour approaches will need to be individualised where children have specific needs and this should be done in partnership with our SEN team, class teacher, parents and the child.

We aim to establish positive relationships between staff, parents and children. The caring atmosphere within school recognises the individual needs of some children and their families. We take all opportunities for friendly interaction with the children and their parents. Every family should have confidence in the school and feel their presence is of value. Partnership between families and school will be encouraged in a number of ways including the Home/School agreement.

Good behaviour improves learning opportunities. It will ensure that the rights of everyone in school are protected and respected. Everyone is encouraged to respect;

- the right of everyone to learn;
- the right for every child to have a share of the teacher's time;
- the right for every teacher to teach;
- the right for everyone to expect an environment for learning which is safe and supportive

At Suffolks, we have 4 rules which are underpinned by our school values of **Respect, Responsibility, Excellence** and **Friendship**. By emphasising these values and rules, we want children to strive to **Be Your Best**.

Our rules are;

- **Be Ready**
- **Be Responsibly**
- **Be Respectful**
- **Be Safe**

## **Expected Behaviour**

Behaviour which is appropriate for the occasion, respects the feelings and rights of other individuals and is within a clear set of agreed rules.

## **Promoting expected behaviour**

Our emphasis should consistently be around praise. The following strategies will encourage expected behaviour:

provision of a properly planned and structured curriculum appropriate to the needs of the children

- a classroom environment which supports childrens' learning, where children can access the materials they require
- clear expectations of acceptable behaviour are well known and understood
- rules are well known and understood by children, staff, parents and governors
- children involved in making simple classroom rules
- effort and acceptable behaviour are rewarded
- praise is quick, consistent and without favour (catch them being good)
- the child knows what s/he is being praised for.
- the setting of clear boundaries and good models of adult behaviour are vital.
- parents will be kept informed of good behaviour, work etc.
- class reward system, possible class treat games time (20minutes per week)
- KS1 and KS2 reward systems.

### **Behaviour Awards**

Children in the Nursery work together to achieve the stars to cover the Felix the tree chart. An agreed class reward is then given once this is completed. Children are given warnings and possible time outs, slightly away from the class, as and when required. Behaviour is regularly discussed with parents and if needed a support plan is developed for a more individual approach.

In Reception to Year 2, awards are given to individual children who have earned gold and silver stars and reach certain milestones (usually every 4 weeks) throughout the school year. Gold and silver stars will be recorded in a booklet so that the children are aware of their achievements and progress in terms of their behaviour. This approach gives the opportunity for all children to celebrate their behaviour successes, even if it takes longer to achieve the stars for each milestone.

In Years 3-6, the children will continue to earn gold stars for consistently demonstrating the school's rules, however, when children earn a gold star they will earn a set number of points. Throughout the year, there will be times where children will be able exchange their tokens for rewards. If children choose to, they can bank the tokens they have earned and exchange them later in the term.

Parents will be informed weekly if their child has earned a gold or silver star through our parental engagement app. The number of gold stars will also be included in the end of term report given to parents and may be discussed in parent consultation meetings.

For children who are not achieving gold or silver awards frequently there should be a Pastoral Support Plan (PSP) written for them which outlines individual targets for the child to work towards. It is the aim to support these children to use the whole school reward system as soon as possible. Parents/Carers will be involved at all times in the creation and evaluation of PSPs. All members of staff who work with a child on a PSP should be aware of the individual targets and the individual process for giving praise and sanctions for this child. At the beginning of

each academic year, each class teacher is given a list of children who are on a PSP or who have recently been on a PSP.

### **Additional incentives and rewards**

Additional incentives and rewards operate on an individual basis as well as on a whole class basis. The following incentives and rewards can be used in the classroom:

- Whole class attendance awards (use of amazing display)
- Class award system\*
- Sent to other school adults for specific praise
- Parents spoken to at the end of the day
- Marvellous Me badges used to celebrate behaviour
- Individual responsibilities/jobs
- Extra playtime
- Acknowledgement of good work/expected behaviour shared in circle time
- Phone class home
- Stickers

\*Please ensure you have spoken to your Phase Lead regarding any class based award systems being used away from the Felix Tree Chart.

### **Disruptive Behaviour**

'Any behaviour which affects the learning of other children in their class.'

For example moving around and causing a disturbance, calling out, general avoidance strategies like repeatedly sharpening pencil, wandering around classroom, not carrying out instructions, talking when asked to be quiet, trying to get others to laugh at their behaviour, making noises which distract others (please be aware that this is just an example not a definite list of behaviour which we would address).

### **Strategies for discouraging disruptive behaviour**

- Tactically ignoring disruptive behaviour in the first instance, if appropriate
- Promoting expected behaviour through praising others
- Following the school's procedures for sanctions if required

### **Unacceptable behaviour**

'Unacceptable behaviour causes others emotional or physical upset or pain'

This can include bullying, name calling, fighting, disobedience, insolence and racist abuse or sexual harassment, abuse of property, swearing (please be aware that this is just an example not a definite list of behaviour which we would address).

### **Strategies for discouraging unacceptable behaviour:**

Staff should use their professional judgement in determining the seriousness of the situation and respond accordingly. Strategies used should reflect the following agreed procedures:

- Allow time to calm down so that rational discussion can take place
- Determine full story, acknowledging all points of view
- Sympathy for the victim first, ensure that they are sent to medical if necessary
- Deal with the offender/s away from an audience
- Follow school's procedures for sanctions

### **Other strategies to promote expected behaviour and discourage disruptive/unacceptable behaviour**

#### Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehavior. Some children find direct praise too hard to handle and so praise should be as descriptive as possible and you should be sensitive to the impact it may have. Perhaps let the child hear you telling someone else how well he or she has done or ask a child's permission before public praise if appropriate. Praise can be non-verbal: a smile, nod of the head, thumbs up, a sticker. Expand your vocabulary for praise.

#### Three positives before a negative

This can apply to individuals as well as classes. Before criticising a child's work or behaviour aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say.

Within the class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well than when they behave badly

#### Acknowledging feelings

Children often misbehave because they feel upset. They may want to attract adult attention to their bad feelings in the hope of getting some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

#### Give them a choice

Give children a choice as often as possible. This can be simply deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of self-esteem.

### Being consistent

Children have a need for the world to be as consistent as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events trigger off bad behaviour

### Be aware of yourself

When dealing with disruptive incidents, consider the following:

- Your position in the class, your proximity to disruptive children
- Your expression, tone of voice, posture, choice of words, use of eye contact.
- Do you communicate your confidence and authority?
- Do you tend to calm down the situation?

### Catch them being good

Noticing and acknowledging any expected behaviour, however small for some children, will ensure that their progress is appreciated by you and will encourage them to continue.

### Circle time

All classes should use circle time to encourage children to express themselves. The purpose of these meetings is to make each child feel a more valued committed member of the class.

Through shared discussion and co-operative games and activities, each child feels listened to and has the chance to contribute. Circle Time Meetings will also be used to discuss School Council issues, PSHE themes and issues personal to the class.

### Procedures:

It is expected that the teacher responsible at the time will deal with any incident as it occurs. Children should not be asked to stand in corridors or anywhere out of view of an adult. If a child regularly leaves the classroom without permission, then a member of SLT should be advised. In this circumstance, all members of staff should be aware of this child and the strategies that are being used. The following procedures are followed by Reception to Year 6 classes.

Procedures for celebrating expected behaviour	
1.	Promote expected behaviour by identifying it and sharing with others (catch them being good).
2.	Using the schools behaviour chart (Felix Tree) to identify children showing expected behaviour.
3.	Weekly celebration of behaviour. Giving gold or silver star in KS1 or giving points in KS2
4.	Marvelous Me badge sent home weekly for children who have earned a gold or silver star

Procedures for disruptive behaviour	
1.	Clear indication given to the child that their behaviour is not acceptable with an explanation of how their behaviour impacts others. Professional judgement should be used to determine whether this is more appropriate away from other children.
2.	Verbal warning given - be clear on the consequences and that the child has a choice to stop the disruptive behaviour.
3.	Child's name is moved from gold to silver.
4.	Verbal warning given - be clear on the consequences and that the child has a choice to stop the disruptive behaviour.
5.	Child's name moved from silver to green.
6.	Green slip completed on scholarpack. <b><u>Type child's name &gt; conduct &gt; green slips &gt; enter reason &gt; add</u></b> If a child receives 3 green slips in a term, Phase Leads will conference the child and complete a behaviour log. Parents should be informed by the class teacher if a child has received a green slip.
7.	Verbal warning given - be clear on the consequences and that the child has a choice to stop the disruptive behaviour.

8.	Child's name moved from green to no star - timeout sheet completed. <b>Appendix A</b> Child should be sent to parallel/class one year below for 10 minutes. If behaviour is unacceptable on time out, call for a member of the Senior Leadership Team. All time out sheets should be given to Phase Leads who will speak to the child concerned and record on Scholarpack. Parents should be spoken to at the end of the day by the class teacher. If the child is not collected by usual adult, a phone call should be made.
<p>At each stage of this procedure, if a child's behaviour improves, the class teacher should move them back up the chart at the end of each day. Please ensure that a discussion is had with the child about why their behaviour warrants being moved back up the chart. A child that exhibits general disruptive behaviour should have the opportunity to work back up to silver within the week.</p> <p>Continually disruptive behaviour may trigger our 3,6,9 approach.          If over a term, a child receives          3 timeouts - a member of SLT will inform parents          6 timeouts - parents are called in for a formal meeting regarding behaviour and a support plan is made          9 timeouts - support plan updated or possible PSP. Outside agencies may need to be involved, child will be discussed at team around child meetings and strategies will be discussed.</p>	

Procedures for unacceptable behaviour	
1.	Teacher to use professional judgement between green and no star.
2.	Follow steps in regards to green slips or timeout
Although children are able to move back up the chart at the end of the day, they will not be able to achieve gold this week.	

### Procedures for specific unacceptable behaviour

#### Bullying

Please refer to anti-bullying policy – any allegation of bullying should be investigated and a member of SLT should be informed.

#### Racist Incident

Any racist incident should be investigated and recorded on a 'pink sheet.' If the incident is deemed as racist, it is logged as such on Scholarpack. Parents of all children involved should be informed. The child who has used the racist language should be spoken to and supported to understand the feelings of the other child. If the behaviour is repeated a fixed term exclusion may be given. If the behaviour is continually repeated the child and parents will attend an



intervention program with the pastoral care team. Fixed term exclusions may also be given. Governors are informed on a termly basis.

#### Physical Assault against a member of staff

Please refer any incident of this nature to a member of the leadership team as a fixed term exclusion may be warranted.

#### **Sanctions**

**There should be no sanctions used other than those in this policy without the prior permission of SLT and only once parents have been informed. Strategies should be discussed with phase leaders and then shared with the leadership team.**

**At no time should a child be made to feel humiliated, shamed or that they are letting the rest of the class down. We do not do this if a child struggles with academic learning and we do not do this when a child struggles with behaviour expectations.**

**Children should not be asked to sit out in the corridor or by the door as a way of them being sanctioned. If a time out is warranted, it should always be in another class or within the class within the early years classes.**

## **Behaviour at lunchtime**

### **Reception and Year 1**

If a child breaks a school rule at lunch time, they should be asked to stand with a member of staff on duty for 10 minutes, or to hold their hand if the child is comfortable with this. The member of staff should then inform the class teacher at the end of the lunch break. Children should not be asked to stand against a wall or in a position unsupervised by an adult.

Please remember that although it may be difficult to have these conversations with parents, it is much easier than letting it develop into a much bigger problem in the future. Please do not have these types of conversations at the door, where others can hear.

### **Lunchtime Reflection Room**

#### **Year 2 to Year 6**

Any child that has broken our school rules at lunchtime should be sent to the reflection room. The school adult that has dealt with the situation must accompany the child to the room and let the member of staff in reflection know what has happened by completing a reflection referral sheet **appendix b**.

The main reasons for sending a child to reflection are:

- Fighting/Hurting another child
- Hurting/Verbally abusing an adult
- Swearing/Spitting
- Damaging property

Children may also be sent to reflection for any behaviour that does not meet our behaviour rules of

- **Be Ready**
- **Be Responsible**
- **Be Respectful**
- **Be Safe**

Depending on the severity of the incident, the child may be asked to stay in the room for the whole of lunch time or a series of lunch times (with leadership approval) but as a general rule 15 minutes should be adequate.

If the incident happens at the end of lunch, then reflection time will happen the following school day.

If a child is absent on the day they are expected in reflection, they will have their time once they have returned to school.

The member of staff in the reflection room will inform the class teacher of any incidents to ensure that the afternoon sessions starts promptly.

### **Process**

- Child is brought to the reflection room by a school adult and incident is written on a referral form
- Adult in reflection logs the incident on scholarpack
- If a child has been sent to reflection 3 times in a half term, then a 1st stage letter is completed and sent home. If the child is collected by a parent, then the letter should be given to the class teacher and an explanation given. Please do not have these types of conversations at the door, where others can hear.
- If the child is not collected then the adult in reflection should call the parent to let them know about the incidents and a letter should be posted.
- If a child receives 2 letters then the parent should be invited in to attend a meeting with the adult in reflection. At this meeting a support intervention programme will be discussed.

If a child receives 3 letters, then the parent should be invited in to attend a meeting with the Pastoral Care Team. The options of internal lunchtime exclusions or external lunchtime exclusions may be discussed. The support intervention programme will be altered in light of this meeting.

### **Keeping a record of incidents**

Ensure that the date is recorded and a simple description given, encourage the child to say it in their words and record this if possible, this will help to explain behaviour to parents if needed at a later date. Please also record any follow up, investigations, speaking to other children, informing class teachers etc. It may be necessary to record the names of other children involved as there may be a pattern in the behaviour that needs more investigation. Also record the amount of time they spend in the room on each occasion they attend.

### **What should children do whilst in reflection?**

Children are asked to sit at one of the tables and remain silent. Children will be asked to explain the incident and reflect on what they could have done differently.

### **Other Issues**

If at any time a child refuses to go to the reflection room or is not behaving whilst in there, please call for a member of the leadership team. Do not ever allow yourselves to be in the position where you are physically moving a child into the room. In this instance, a parent would be called immediately and the child would know that this would be dealt with in a different way. If any incident results in another child or member of staff being physically injured by a child, please refer to the Leadership team as this may warrant an exclusion.

Everyone has rights and responsibilities which are clearly laid out in our home/school agreement

Children's Responsibilities

- to come to school ready to work and learn
- to wear school uniform and keep myself clean and tidy
- to avoid play fighting, or fighting
- to be polite and kind to everyone
- to help look after my school
- to follow the school's 4 rules
- to complete all home learning tasks given.

Staff Responsibilities

- to provide a safe, supportive environment
- to provide an atmosphere where your child can achieve high standards of work and behaviour to work in partnership with parents – keeping you informed about general school matters, your child's progress and any concerns
- to keep you informed about what teachers aim to teach your child each half term
- to support families in providing opportunities for children to learn at home and outside the school.

Parents' Responsibilities

- to make sure my/our child comes to school regularly and on time
- to attend all opportunities to discuss my/our child's progress
- to let the school know about any concerns or problems that might affect my/our child's work or behaviour
- to ensure my/our child carries out home learning tasks given
- to support the school's policies on behaviour, bullying and the school's dress code
- to ensure that my/our child has the correct P.E. kit in school at all times
- I/we shall abide by the school's visitors policy, ensuring that I am respectful to members of staff

## Appendix a Timeout record

### Timeout Record

Name of child:	Class:	Teacher:	Date:
----------------	--------	----------	-------

Data base updated:	Signed
--------------------	--------

Reason why child has been given time out:

Number of Time outs    1 2 3 (Discuss with SLT + Parents)  
                                   4 5 6 (Support plan started with parent)  
                                   7 8 9 (Support plan updated, possible exclusion, team around child)

<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Pre-empt the triggers – if the child is known to losing control, sense the situation.</li> <li><input type="radio"/> Know your child – how best do they respond to any confrontation.</li> <li><input type="radio"/> Distract their attention before addressing the situation – allow them calm time.</li> <li><input type="radio"/> Agree a time out/ quiet space – let them know you are ok with them taking a minute.</li> <li><input type="radio"/> Change of activity – if no adult present, allow this to happen in the classroom.</li> <li><input type="radio"/> Sensory object – focus their attention away from the disruption.</li> <li><input type="radio"/> Empathetic listening – give them the opportunity to be heard and not judged.</li> </ul>
--

Behaviour log completed by member of SLT
--

Parent informed                      Follow up  
 Data base updated

Child sent to:	Time:
Behaviour whilst in this class	any comments?

Aggressive  
 Disruptive  
 Acceptable

**Appendix b**  
**Reflection Referral**

Child's name:

Class:

Adult's name:

Date and time:

Fighting/Hurting

Hurting/verbally abusing an adult

Swearing/spitting

Damaging equipment