

Our school rules

At Suffolks, we have 4 school rules which support children to working towards our shared goal of 'Be your best!'

Our rules are displayed in every classroom and around the school. Staff use these rules to help children identify behaviour which is acceptable and unacceptable.

Be your best!



Make sure you download our Parent Communication app, Marvellous Me.

Class teachers will send the children badges for showing our values and following our rules!



Bullying

Any allegations of bullying will be investigated and the procedures set out in the anti-bullying policy are adhered to.

British Values Concerns

This could be racist, homophobic or any behaviour which shows intolerance of those with different faiths and beliefs or those without faith. Any incidents will be thoroughly investigated and parents will be informed.

Intervention programmes will be developed with the children if behaviour is repeated. Ultimately, fixed term exclusions may be used.

Playtime Behaviour

Any child (Y2—Y6) who does not follow our rules at lunch time will be asked to stay in our reflection room for approximately 15 minutes. Repeated behaviour will result in lunch time plans which will ensure that the children are supported to improve their behaviour.

How can parents/carers help?

- ◆ Ensure that your children have everything they need to **be ready** for school.
- ◆ Let your child's teacher know if you have any concerns about behaviour
- ◆ Support the school's policy on behaviour
- ◆ Be an excellent role model for you child and always treat people **respectfully**
- ◆ Adhere to the visitors behaviour policy
- ◆ Never approach other parents about concerns you may have about their child's behaviour. Always let the school investigate and deal with any issues.

SUFFOLKS PRIMARY SCHOOL



FROM GREAT TO AMAZING

Behaviour Policy

Implemented: September 2022

To be reviewed: Annually

‘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.’

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 families. 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 for 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

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 is based on praise, which used alongside the following strategies, should encourage expected behaviour.

- ◆ A classroom environment which supports children’s learning and 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 are involved in making simple classroom rules
- ◆ Effort and acceptable behaviour are rewarded
- ◆ Praise is quick, consistent and without favour
- ◆ The child understands what they are being praised for
- ◆ The setting of clear boundaries and good models of adult behaviour are vital
- ◆ Parents will be kept informed of good behaviour
- ◆ Whole school star system and behaviour rewards are consistently followed

Behaviour awards

These are given to individual children who have reached certain milestones throughout the school year. This allows the whole school community to be involved in acknowledging the huge effort that each child has made with their behaviour.

Rewards include pencils, pencil cases, non-uniform vouchers, treasure chest gift, family picnic and surprise day. The rewards are reviewed every two years by the school council (children). As children move into KS2, they are given more freedom with the rewards they can choose.

Disruptive Behaviour

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

The following strategies are used to discourage this behaviour

- ◆ Tactically ignoring behaviour
- ◆ Promoting positive behaviour as a role model
- ◆ Following school procedures on sanctions if required.

Unacceptable behaviour

‘Behaviour which causes others emotional, physical upset or pain.’

Staff should use their professional judgement in determining the seriousness of the situation and respond accordingly.

The following strategies may be used alongside the school procedures for sanctions

- ◆ Children may be given a warning and their name will be moved down the behaviour tree
- ◆ Behaviour which is deemed as unacceptable rather than disruptive may be move to ‘green’ or ‘no star.’
- ◆ Green star results in a green slip being completed and parents being informed
- ◆ No star results in a time out and parents are informed.
- ◆ After a number of time outs, parents are invited for a formal support plan meeting in regards to the behaviour
- ◆ Fixed term exclusion may ultimately be used where children’s safety is at risk, adults are assaulted or if more than 9 time outs have been given in one term.