

Our Golden Rules

Our 6 golden rules are adhered to by all at Suffolks.

They are the basis for any identification of behaviour both acceptable and unacceptable.

They are discussed at the beginning of each term and are clearly displayed in every class.

- **Be kind and helpful**
- **Be gentle**
- **Look after property**
- **Listen to people and show respect**
- **Work hard**
- **Be honest**

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 breaks one of our golden 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 are well prepared for each day at school.
- ◆ Let your child's teacher know if you have any concerns about behaviour
- ◆ Support the schools 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: January 2014

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 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

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 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
- ◆ Class reward systems are used
- ◆ Whole school star system and behaviour rewards

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)

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 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 out 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 that 9 time outs have been given in one term.