

Sutton C of E (VC) Primary School



Positive behaviour policy

October 2020

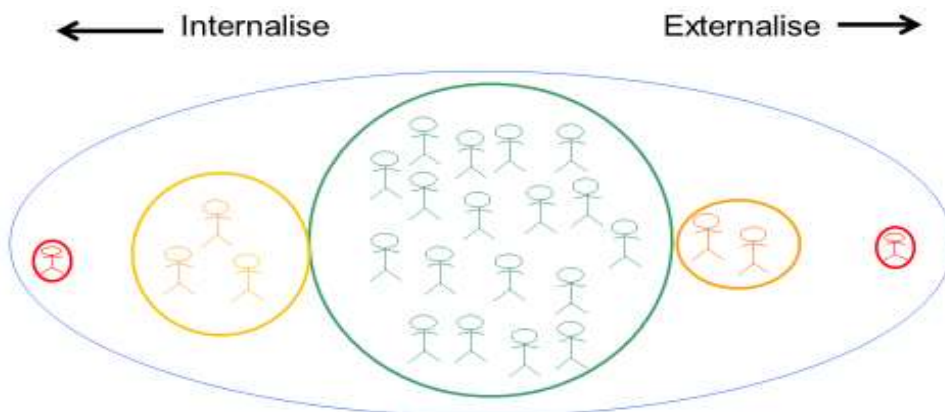
1. Values and vision statement

At Sutton C of E (VC) primary we all have a shared responsibility for behaviour throughout the school. Every child in the school is the responsibility of every adult in the school. This notion of shared responsibility is at the heart of our whole school approach to positive behaviour management. A consistent approach is needed to ensure that children, parents and staff have the same high expectations of good behaviour in and around the school premises, enabling successful teaching and learning to take place.

The school rule helps children to understand a Code of Behaviour based on our central value of Respect, at Sutton we are one school with one rule:

“We choose respect; respecting ourselves, others and the environment”

As a school we are STEPs trained. There is a graduated approach to managing behaviour and this should be managed within the class teams. Senior members of staff will be involved when behaviours become difficult or dangerous.



Inclusion model from Cambridgeshire steps

2. Pro-social/ positive behaviour

Behaviour	Adults can/ must	Adults must not
Good listening	<ul style="list-style-type: none"> - Use positive phrasing - Positive praise scripts (i.e. well done Jimmy, good listening) - Acknowledge on an individual level - Golden member of the class 	<ul style="list-style-type: none"> - Use negative phrasing (i.e. It's about time you did good listening) - Don't miss an opportunity to praise or celebrate a positive behaviour
Good manners		
Kindness to others		
Showing effort in their learning		

	<ul style="list-style-type: none"> - Dojos are rewarded for: Respect, challenge, determination, resilience and safety. A minimum of 1 dojo and maximum of 5 dojos a day for each child in school. - Move the child to superstar 	
--	---	--

3. Supporting all learners

Behaviour	Adults can/must	Adults must not
Engagement in learning	<ul style="list-style-type: none"> - Approach all situations with a warm, calm and fair manner - Visual and verbal clear expectations to be given at the start of each session - A weekly assembly where key values are revisited and it is taught how to be respectful - Staff to be consistent with expectations (Reinforce the respect rule) - Use positive phrasing - Positive praise scripts (i.e. well done Jimmy, good listening) - Acknowledge on an individual level 	<ul style="list-style-type: none"> - Use negative phrasing (i.e. It's about time you did good listening) - Don't miss an opportunity to praise or celebrate a positive behaviour - Avoid moralising a situation (not determining if a behaviour is right or wrong, but to analyse what the behaviour is communicating).
Being able to follow instructions		
Contributing to the school community		

4. Unsocial behaviours

Behaviour	Adults can/ must	Adults must not
-----------	------------------	-----------------

Ignoring/ not following instructions	<ul style="list-style-type: none"> - Approach all situations with a warm, calm and fair manner - Verbal reminders of what they should be doing (i.e. walking in the corridor, thank you) using positive phrasing - Model the positive behaviours alongside the pupil - Visual and verbal clear expectations to be given at the start of each session - Giving pupils eye contact - Use limited choices (i.e. put your pencil on the desk or in your draw, thank you) - Reinforce the respect rule (i.e. respect your property) - Encourage the child to recognise and regulate their behaviour e.g. through use of zones of regulation - Contact parents to discuss <u>persistent</u>, anti social behaviour (see 7 below) <p>If persistent anti social behaviour cannot be addressed through the above, then educational consequences as below may be put into place (see anti-social behaviours)</p>	<p>Do not use negative phrasing (i.e. you are making the wrong choice, stop running).</p> <p>Use the radio system in front of pupils, or to discuss pupil's behaviour.</p>
Rough play		
Running in the corridor		
Calling out		
Defacing property (i.e. drawing on books)		
Dropping Litter		
Throwing of own belongings in the cloak room		

5. Anti-social behaviours

Behaviour	Adults can/ must	Adults must not
Persistent refusal to complete tasks or follow instruction.	<ul style="list-style-type: none"> - Adults to always be consistent through the use of this policy. 	<ul style="list-style-type: none"> - Do not use negative phrasing (i.e. you are making the wrong choice, stop running)
Pupils walking out of lesson		
Ripping displays up		

<p>Use of inappropriate language which is used generally or directed towards another pupil or member of staff (swearing, rudeness, loser signs)</p>	<ul style="list-style-type: none"> - Adults to always follow the help scripts on the radio/ or in person (i.e. name, classroom, thank you). - Model the positive behaviours and expectations alongside the pupil. - A member of school staff to guide pupils to Jade or Amber breakout rooms, then follow up discussion to take place with the class teacher. - A member of school staff to direct to a 'safe space'. - Implementation of educational consequences - missing part of all of play/ to practice changing a behaviour (length of time will vary from child to child, dependent upon their age and/or needs). Missing parts of whole school or class treat times may be used as an alternative. - Member of staff to guide pupils to another classroom for a maximum of 15 minutes. - Follow the script 'You are not ready to learn. Let's try again'. - Make use of the peaceful place that is negotiated by staff and pupil - pupils cannot simply choose to take themselves there. - Implementation of protective consequences (removal of freedom to manage harm, i.e. small group playtime) - If a child leaves the room without permission and where no member of staff can supervise them, a Senior 	<ul style="list-style-type: none"> - Use the radio system in front of pupils, or to discuss pupil's behaviour - Avoid moralising a situation (not determining if a behaviour is right or wrong, but to analyse what the behaviour is communicating)
<p>Stealing or hiding others belongings</p>		
<p>Persistent calling out</p>		

	<p>Leader should be called to assist, using channel 9 on the radio (see above).</p> <ul style="list-style-type: none"> - Communication with parents will take place where there is persistent anti social behaviour. - At all stages, a follow up discussion to restore and repair should take place with the class teacher. 	
--	--	--

6. Unforeseeable behaviour

These are behaviours that have not been seen before from an individual. Pupils who needs cannot be met through this policy will require an individual risk management plan or an ADPR.

Behaviour	Adults can/ must	Adults must not
Physically hurting other pupils or staff (i.e. hitting, kicking, biting)	<ul style="list-style-type: none"> - Review the behaviour and decide if an individual risk management plan is required - Refer to Senior Leadership member 	<ul style="list-style-type: none"> - Avoid moralising a situation (not determining if a behaviour is right or wrong, but to analyse what the behaviour is communicating)
Prejudice related abuse		

7. Communication with parents

Where communication about behaviour has occurred with parents, this will be recorded on My Concern or via meeting notes. If a child demonstrates persistent unsocial or any kind of antisocial behaviour, the class teacher will discuss this with parents in the first instance in person or over the telephone. Where this is not possible, the class teacher will contact them via Class Dojo or e-mail. Where unforeseeable or dangerous behaviour has occurred, a member of the Senior Leadership Team will contact the parents of the child concerned.

For pupils where a risk management plan or ADPR is in place, reporting of persistent anti social behaviour will be shared at regular review meetings, rather than for every incident where deemed appropriate. Unforeseeable or dangerous behaviours for pupils with a risk management or ADPR will be reported by a member of the Senior Leadership Team on each occurrence.

8. Exclusions

Please see the school Exclusion Policy.

Behaviour flowchart from Cambridgeshire Step's

