



Sutton Oak C.E Primary School

Goodban Street, Sutton, St Helens, WA9 3QD

Behaviour Policy

November 2015



Believe, Achieve and Grow Together

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Introduction and Principles

The Governing body, Headteacher and all staff of Sutton Oak Church of England Primary School share in a common belief, that by working together in partnership with each other, with parents and carers and with the wider community, our children will begin to understand, learn and display the socially acceptable behaviours which are required of them in our school and which will continue to support them throughout their developing lives.

Our principles, policies and practices are centred on Christian values, beliefs and faith in Christ. The School Behaviour Policy reflects this ethos which is a core element in all we do here at Sutton Oak Church of England Primary. Children across the school are encouraged and supported to display outstanding behaviour at all times which follows the example and teachings of Jesus.

Our core Christian values adopted in school are: - Friendship, Compassion, Forgiveness, Respect, Reverence, Truthfulness, Trust, Perseverance, Thankfulness and Valuing Ourselves.

Our Mission statement supports this-

“Our school family, where all are valued, is centred on faith in Christ.”

We strive to ensure everyone feels safe and valued in our Christian environment.

We listen and support each other and our achievements are celebrated.

We encourage a love of learning, which makes school a fun place to be.

We always do our very best.

Adopted advice, recommendations and procedures highlighted throughout this policy, take into account the latest documentation from the Department of Education.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

The Behaviour Policy is a shared document and was created following consultation and ideas from staff, pupils, governors, parents and the wider school community.

The policy will be reviewed on a bi-annual basis, and any adjustments to the policy will reflect the current practice undertaken within the school and also any changes to legislation that may be introduced by the government which relates to behaviour and discipline in schools.

Information provided throughout this policy will outline the individual and collective responsibilities of all stake holders; it will promote a consistency of approach and allow a clear understanding of the procedures which we at Sutton Oak CE Primary School believe will lead to outstanding behaviour, enjoyment, safety and a love of learning.

Aims and Objectives

The aims and objectives highlighted throughout our Behaviour Policy reflect and support the school's Mission Statement.

At Sutton Oak Church of England Primary School we aim to:

- Create an ethos of good behaviour and discipline in school so our children feel safe and secure.
- Encourage a calm, purposeful and happy learning environment.
- Foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued.
- Provide opportunities to all of our children which will support and develop their independence, self-discipline and a sense of responsibility towards themselves and others.
- Develop a consistent approach for promoting positive behaviour and discipline throughout school.
- Ensure that our expectations of behaviour and good discipline are clearly communicated to all of our children and that these expectations are suitably role modelled by all the adults in school.
- Establish a coherent and fair reward system that acknowledges and celebrates good behaviour and discipline.
- Establish procedures which determine clear and consistent approaches to manage and deal with any form of unacceptable or disruptive behaviour and poor discipline in and out of the school.
- Raise all pupils' self-esteem and confidence and teach positive behaviour through the content and delivery of the curriculum.
- Ensure that the development and progress of all our pupils including those who may be identified as having Special Educational Needs and Disability (which also includes behavioural difficulties) are regularly reviewed with staff, parents/carers.
- Effectively manage any incidents which may fall into the categories of bullying, sexism, racism or homophobia (see Anti Bullying Policy and Race and Equality Policy).
- Ensure that our staff will always act in a way which is reasonable and proportionate to the circumstances they are presented with and that all staff adhere to the conditions which are highlighted throughout the "staff handbook".
- Ensure all relevant staff are appropriately trained in Team Teach techniques and adhere to the LA and Government guidance on the 'Use of Reasonable Force'.

Our Roles and Responsibilities

The Role of Governors

It is the responsibility of Sutton Oak Church of England Primary School Governing Body under section 175 of the Education Act 2002 to oversee our school's Behaviour Policy and to monitor its effectiveness.

The Governing Body should:

- Ensure that the School Behaviour Policy and procedures fall in line with Local Authority guidance, locally agreed inter-agency procedures and legislated Government guidance on behaviour, discipline and safety.
- Ensure that the Behaviour Policy is available for parents/carers to access.
- Ensure that the school has procedures in place for dealing with allegations of abuse against staff including the Headteacher and volunteers to school which comply with guidance from the Local Authority.
- Ensure that a member of the school's Senior Leadership Team is designated to take lead responsibility for behaviour management.
- Ensure that all staff have regular opportunities to participate in behaviour management training.
- Review their own policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.
- Ensure that the school's Behaviour Policy is reviewed bi-annually and communicate any new updates relating to behaviour, discipline and safety.

The Role of the Headteacher

Under the School Standards and Framework Act 1998, it is the Headteacher's role to:

- Implement the school behaviour policy consistently throughout the school.
- Report to governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Support the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of this policy.
- Record reported incidents of poor behaviour.
- Give fixed-term exclusions to individual children for serious acts of misbehaviour.
- Consider permanent exclusion for repeated or serious acts of anti-social behaviour.

Any actions of exclusion are notified to the Governing Body.

The Role of Staff

All staff should:

- Follow the hierarchy of rewards and sanctions
- Make children aware of appropriate behaviour in all situations

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- Be aware of all children's behaviour in class and around school, dealing with every incident appropriately, giving mutual support to colleagues.
- Work in partnership with parents, in dealing with behavioural issues and reporting about the progress of each child in line with whole-school policy.
- Act as a role model for desired behaviour, treating all adults and children with respect.
- Focus on good behaviour and positive reinforcement to raise self-esteem, giving praise for good behaviour and achievements.
- Be punctual in collecting classes.
- Ensure each child has work appropriate to their ability.
- Work closely with senior leaders and external agencies, implementing advice and strategies in dealing with a child's needs.

Classroom Management

Classroom management and teaching approaches have an important influence on children's behaviour. Relationships between teacher and children, strategies for encouraging good behaviour, access to resources, classroom displays and the overall classroom environment affect the way children behave.

Classrooms should be organised to develop independence and personal initiative. Materials and resources are to be accessible to reduce uncertainty and disruption. Displays should develop self-esteem by valuing individual contributions as well as reinforce learning through 'working walls'.

Teaching methods should encourage enthusiasm and active participation for all. Lessons aim to develop the skills and understanding which enable children to work and play in co-operation with others.

The Curriculum and Learning

An appropriately structured curriculum and effective learning contribute to good behaviour. Through planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid alienation and disaffection which can be the root of poor behaviour.

Lessons should have clear objectives, be differentiated to meet the needs of children of different abilities and be structured in a way so that pupils are active rather than passive learners.

The Role of Parents

All parents should:

- Support the school's hierarchy of rewards and sanctions.
- Support us in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- Help the children understand the rules and the need for them in an ordered society.
- Ensure that their child attends school regularly/punctually and notify the school of reasons for absence.
- Ensure that pupils have appropriate dress for school and PE so that they can fully participate in all school activities.

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- Adhere to the Home-School Agreement.

Responsibilities of Pupils

All children who attend Sutton Oak Church of England Primary School have individual and collective responsibilities relating to behaviour, self-discipline and the safety of themselves and their peers.

The School Council decided that all pupils should:

- Always work to the best of their abilities and to allow other children to do the same.
- Treat others with care and respect.
- Respond appropriately to the instructions given by staff and other adults working in school.
- Take care of and respect property which may belong to themselves, school or someone else and to also take care of and respect the environment in school and around the community.
- Co-operate with and respect other children and adults in all aspects of school life.
- Always move sensibly and quietly in and around school, whilst respecting the personal space of others.

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. Rules should be:

- Kept to a minimum.
- Have a clear rationale, made explicit to all.
- Be consistently applied and enforced.
- Promote the idea that every member of the school has responsibilities

Good behaviour is encouraged at all times and the following school rules have been agreed:

School Rules – Inside

- Show respect to each other and members of staff
- Work to the best of your ability and allow others to do the same
- Listen to your teacher
- Co-operate with your classmates
- Take good care of books and equipment
- Walk sensibly around the school building

School Rules – Outside

- Show respect to each other and members of staff
- Play suitable games and respect equipment
- Tell a member of staff if you spot someone looking sad
- Report any bullying
- Stand still and be quiet when the bell rings

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Uniform, P.E. Kit, Jewellery and Hairstyles

(Please read the Uniform section in our prospectus)

- School uniform is to be worn at all possible times unless parents have been notified. For example; non-uniform day, dress up day, book week or residential weekend.
- P.E. kit should consist of shorts, T-shirt and pumps and should be in school ready for lessons. For outdoor sessions, trainers and track suits can be worn.
- Jewellery should not be worn in school. This includes stud earrings.
- No false nails or nail varnish
- No make-up
- Only conservative hairstyles are permitted in school. No Mohican styles or shaved patterns. Large/elaborate hair accessories are not permitted.

Lunch Time Supervision

The children know that they are to extend the same respect to Lunch Time Supervisors, parent helpers, students and all visitors to school. The LTS's are aware of the procedures for rewarding good behaviour and the sanctions for inappropriate behaviour. They work in partnership with the school and have been equipped with strategies to manage behaviour on the yard through induction and training.

Implementation

- The School website informs parents about rules and expectations, followed by appropriate correspondence throughout the year.
- Parents are required to sign a Home School Agreement to promote positive attitudes and behaviour in school. (See Appendix 1)
- Children are constantly reminded about expectations of behaviour through assemblies, PSHE and through SEAL (social and emotional aspects of learning) activities.

Behaviour Off-Site

Pupil's behaviour on school business, for example trips, sport fixtures, residential weekends, is subject to the school's behaviour policy. Poor behaviour should be dealt with as if it had taken place in school.

E-Safety

Any incidents of inappropriate online behaviour will be dealt with as if it had taken place in school. See E Safety Policy.

The Behaviour Management Process

At Sutton Oak Church of England Primary School, behaviour management starts with positive rewards.

We believe that pupils will respond effectively to praise, an acknowledgement of good progress and to their achievements.

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All staff utilise strategies of positive praise, smiles, sensitivity and empathy to pupils. This is supported by the display of good body language, good communication and a readiness to listen and show respect to pupils.

The school celebrates and rewards good attendance, good work and good behaviour.

Rewards for Appropriate Behaviour

School values

The school values that are in place reflect and support the Christian Ethos of the school. They are vital attributes and play a crucial role in the development of "Good Citizens".

Pupils who demonstrate the values of: - Truthfulness, Respect, Friendship, Thankfulness, Trust, Forgiveness, Compassion, Valuing Ourselves and Perseverance are rewarded and acknowledged. Pupils may receive Value Leaves which are displayed on the Values Tree for all to see and read.

Curriculum Rewards

Children in school respond positively to both teachers and their assistants acknowledging the work that they have completed in their books. Stickers, stamps and personal written comments are used on a daily basis. Children are often taken to visit other staff within the school, including the Headteacher, to receive praise, recognition and acknowledgement of the quality of their work (this process usually results in extra rewards being given to the pupil).

Examples of children's work are regularly displayed in the classroom and around school.

Parents and carers are notified of pupils' achievements, efforts or consistently good behaviour via the school newsletter and on the school web site.

Team / house points

The school has a house point system in place to encourage pupils for good work, behaviour and displaying the School Values.

Pupils are designated into named houses (**Elm**, **Rowan**, **Ash** and **Beech**).

The results from each class are added together and the winning house is announced during Friday assembly. Each term the children from the winning house have a treat.

Teaching Staff

All teaching staff may introduce their own rewards at a personal level which are extra to those already in existence. This further encourages children to work hard and behave well.

Celebration Assemblies

- 1. Mention Certificates:** Each week staff nominate children to receive certificates for good curriculum work, performance or behaviour.

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- 2. Lunch Times:** The Lunch Time Supervisors can nominate children who have shown exceptional manners and good behaviour during lunchtime to receive certificates in assembly or attend a top table celebration on a termly basis.
- 3. Attendance:** Attendance prizes are awarded on a weekly basis, with top attenders overall being rewarded at the end of a term with a special award as a result of their achievement.
- 4. Extra- Curricular:** We celebrate achievement in extra-curricular clubs and activities.

Golden Time (KS1)

A reward for children who consistently keep to the school rules.

School Council

Pupils can be voted on to the School Council in September by their peers.

Elections are held to appoint a Chairperson, Vice Chairperson and Secretary.

Year 6 Pupils

Year 6 Pupils are also nominated for the following awards: - Head girl, Head Boy, House Captains. These pupils are nominated by all members of staff.

Year 6 and Year 5 Pupils are invited to apply for a role as a 'Helping Hand' volunteer. The role is to assist lunchtime supervisors and provide a role model for younger children.

Newsletter/Website

The school produces a fortnightly newsletter which informs parents/carers about individual, group and whole school achievements and events.

Events, achievements and good performance are recognised on the school website which is regularly updated.

Competitions

Sports day is a whole school and community event, celebrating children's achievement, team work and sporting excellence

Extra-Curricular teams are encouraged to participate in many sporting events

The school holds an annual School Games Day where children compete against each other in various sporting activities.

Trophies and Awards

Trophies and awards are displayed in a glass cabinet in the entrance of the school in celebration of pupils' achievements.

Mention Book

All members of staff are encouraged to record pupil's achievements in the 'Mention Book'. Pupils can be recognised for good behaviour, progress and attainment, displaying the school values through their actions, politeness and being helpful.

Procedures for Inappropriate Behaviour

The following behaviours are unacceptable in school:

- Hurting other children physically or verbally.
- Disrupting the work of other children.
- Disrupting the classroom environment.
- Refusing to obey the instructions of (any adult in a position of responsibility).
- Verbal insolence and swearing.
- Any behaviour that may endanger the child or others.

(See Appendix 2 for further explanation of inappropriate behaviour – 'Category of Behaviour Levels')

Sanctions

The school employs a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment.

1. **Classroom management:** Teachers manage behaviour internally using a variety of discipline strategies. Standards in classrooms must always be high in order to allow pupils to reach their full potential. Teachers may record incidents of poor behaviour on '**The School Behaviour Monitoring Chart**' (*See Appendix 3–SBMC*). Class Behaviour Monitoring Charts are collected at the end of each term and a Behaviour Analysis Report is produced for the Headteacher.
2. **Reflection:** More serious incidents of misbehaviour in the classroom or on the playground may result in a child being placed in a 'Reflection Session' during playtime. Children will work in a classroom supervised by a teacher. Pupils are encouraged to reflect on their poor behaviour. If a child is placed in 'Reflection' three times in the same week a letter will be sent home.
3. **Time Out:** Children may be withdrawn from class for a short period of time to reflect on their actions. These take place: outside their classroom or the staffroom, in another class or with the Behaviour Support Worker or Pastoral Manager.
4. **Escalation:** Children are withdrawn from class to discuss their behaviour with the Head of Department, Deputy Headteacher or Headteacher. This sanction must be applied in the appropriate order with the first point of contact being the Head of Department. However, in some cases of inappropriate behaviour immediate removal to the Headteacher's Office may be necessary.
5. **Parent/Carer Meetings:** Persistent misbehaviour may result in parents/carers being called into school for a meeting with the Headteacher/Deputy Headteacher and the Behaviour Support Worker. Discussion may focus on the need to initiate a '**School Behaviour Monitoring Book**' (*See Appendix 4*)

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6. **Internal Exclusion:** A pupil who has committed a disciplinary offence such as repeated failure to follow instructions, damage to school property, shown aggression towards staff or pupils, may be required to work in isolation away from other pupils. They will work in the Pastoral Support Room with an adult who will supervise their behaviour and support them with their learning. They will stay in this room for break times and lunchtimes. Internal isolation will be used for periods of ½ a day to 3 days depending upon the serious nature of the incident.
7. **Behaviour Unit:** Serious incidents of misbehaviour may result in a child being educated offsite at the Sutton Academy Behaviour Unit. Parents would be informed in person by the Headteacher/Deputy Headteacher if it is felt that this is an appropriate course of action.

R.U.S.H

Staff may utilise **R.U.S.H.** cards (*see Appendix 5- Require Urgent Support & Assistance*), to enable them to acquire additional help from other staff in cases of extreme behaviour which may require the physical restraint of a pupil. If a physical restraint is initiated, reference will be made to the Physical Restraint Policy. Parents will be informed and the incident logged.

Hate Crime

Incidents of a racist, sexist or homophobic nature are strictly prohibited in school. Any pupil breaking this directive will be dealt with following Local Authority guidelines and parents/carers will be notified immediately.

Level 3 Behaviour Interventions

There may be circumstances where more focused and specific interventions are required with individual pupils in order to promote desired behaviours and ease pressures which cause significant, serious and exceptional disruptive behaviour by these children.

- Such pupils will be identified by the Headteacher in consultation with the Behaviour Support Worker/Pastoral Manager and other staff.
- They will be timetabled for creative Social, Emotional and Behaviour Sessions (SEBS) during afternoon activity periods, in which they will be supported by the Behaviour Support Worker or Pastoral Manager.
- The extent to which pupils are able to participate in these activities will be determined by their behaviour during that day and during the sessions themselves.
- Pupils will be given a `new start` each day with regard to their previous behaviours.
- These pupils will have either a IBP or PSP in place

Exclusions

For continual unacceptable behaviour, or in the case of serious verbal or physical violence, the child may be excluded from school. This may take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion.

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Only the Headteacher (or acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion if circumstances warrant this.

If a child is excluded, the Headteacher informs the Parents/Carers immediately, giving the reasons for the exclusion. At the same time, the Parents/Carers are made aware that they can appeal against the decision to the Governing Body of the school. The school informs the Parents/Carers how to make any such appeal.

The Headteacher informs the Local Education Authority (LEA) and the Governing Body of the school of any permanent exclusions and about any fixed –term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

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The designated staff member for Behaviour Management at Sutton Oak Church of England Primary School is:- **Iwan Williams (Headteacher)**

The Headteacher monitors the policy on a regular basis and will report to the Governing Body on its effectiveness.

The Governing Body reviews this policy every two years. The governors may, however, review this policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved

Signed: *Iwan Williams* (Headteacher)

Signed: *Mavis Hyland* (Chair of Governors)

Date: November 2015

Date of policy review: **November 2017**

Appendices

Home School Agreement (*appendix 1*)

Behaviour Categories (*appendix 2*)

School Behaviour Monitoring Chart (*appendix 3*)

School Behaviour Monitoring Book (*appendix 4*)

R.U.S.H (*appendix 5*)

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Home School Agreement – Appendix 1

Task	As Parents/Carers we/I will do my best to...	As a Pupil at Sutton Oak C.E. Primary School I will do my best to...	As a school we will do our best to...
Being ready for school	<p>Ensure my child is wearing correct school uniform.</p> <p>Ensure my child has correct P.E. or Games kit when necessary.</p>	<p>Prepare for school by eating breakfast and going to bed early.</p> <p>Pack my bag with everything I need.</p> <p>Arrive in school uniform and be clean and tidy.</p>	<p>Ensure the school uniform is worn at all times.</p>
Attendance and punctuality	<p>Ensure my child attends school on time each day.</p>	<p>Get up in time to arrive in school at the right time.</p> <p>Attend school every day as long as I am well.</p>	<p>Encourage attendance and punctuality in partnership with parents.</p>
Class and Homework	<p>Take an interest in the work of my child.</p> <p>Encourage and support my child to always do their best.</p> <p>Ensure my child completes homework.</p>	<p>Listen carefully, respond and be enthusiastic.</p> <p>Concentrate on tasks and think at all times.</p> <p>Complete and return homework on time.</p>	<p>Provide a high standard of teaching to enable all children to achieve well.</p> <p>Provide a balanced curriculum, set and assess appropriate work.</p> <p>Provide homework which is marked regularly.</p> <p>Encourage and celebrate the achievement of your child.</p>
Behaviour	<p>Encourage my child to have a good standard of behaviour at all times.</p> <p>Support the school rules, sanctions and consequences.</p>	<p>Have good manners and follow the school rules.</p>	<p>Encourage your child to be independent, respectful and well behaved at all times.</p>
Pupil care and support	<p>Inform school if there are any problems likely to affect my child's learning.</p>	<p>Let my teacher know if I have any worries.</p>	<p>Listen and respond quickly to any concerns.</p>
Link with school	<p>Attend Parent Evenings.</p> <p>Read letters from school and reply if necessary.</p> <p>Support the school in maintaining discipline.</p>	<p>Take all letters home to parents.</p>	<p>Keep parents informed about pupil progress through the annual written report and parents' evenings.</p> <p>Keep parents informed about general school matters through the fortnightly newsletter and website.</p>
Extra-Curricular events	<p>Support events that the school is involved in.</p>	<p>Participate in those activities I am interested in.</p> <p>To do my best in all these activities.</p>	<p>Inform you of events that the school is involved in.</p>

Behaviour Categories - Appendix 2

Sutton Oak Church Of England Primary School has adopted three behaviour category behaviour levels

Behaviour category level 1- Low

- Pupils are disruptive in class (Shouting / talking / whispering, when they should be quiet),
- Moving around(leaving their seat without permission)
- Telling jokes ,laughing, giggling when they should be focused on their work / task
- Misusing equipment (pencils, rubbers, work books) instead of focusing on their work
- Disrupting the classroom line (lining up at lunch time, outside the class).
- Disruption during worship assembly
- Disruption in the Dining hall.
- Disruption during “Wet Play” periods.

A pupil can escalate to behaviour category level 2 if they fail to correct their behaviour after the process of verbal reprimand and warnings have been initiated.

Behaviour Category Level 2- Medium

- Pupils who continue to display misbehaviour traits after being given adequate opportunities to do so will automatically be logged on the School Behaviour Monitoring Chart at level 2.
- Sanctions and consequences will continue to be issued and missed free time will increase.
- The pupil will be monitored more closely and discussions will be held with the Deputy Head teacher, Head of Key Stage and the school Behaviour Support Worker to determine appropriate interventions to bring about the desired change from the pupil in respect of their behaviour.

Behaviour category Level 3 - High

- Pupils being physically and verbally abusive to other pupils.
- Pupils displaying actions perceived as Racist, Sexist and Homophobic,
- Pupil bullying other pupils physically and mentally.
- Pupils endangering other pupils and other people in school.
- Pupils swearing and being insolent to school staff.
- Pupils refusing to follow instructions from adults in school who have a position of responsibility.



Sutton Oak C.E. Primary School

Our school family, where all are valued, is centred on faith in Christ.

SCHOOL BEHAVIOUR MONITORING BOOK

Child Name

Class

Year

Class Teacher

Term Date

Sutton Oak C.E Primary School

Week Commencing:

Day	1st Lesson	AM Break	2nd Lesson	Lunch	3rd Lesson	PM Break	4th Lesson
Monday							
<i>Comments:</i>							
<i>Signed:</i>							
Tuesday							
<i>Comments:</i>							
<i>Signed:</i>							
Wednesday							
<i>Comments:</i>							
<i>Signed:</i>							
Thursday							
<i>Comments:</i>							
<i>Signed:</i>							
Friday							
<i>Comments:</i>							
<i>Signed:</i>							































As the parent/carer of _____ I certify I have been shown the comments for today by my son/daughter and have discussed any issues with him/her which need to be addressed.

Signed: _____	Date: _____
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My Weekly Feelings Diary



Monday	      Because
Tuesday	      Because
Wednesday	      Because
Thursday	      Because
Friday	      Because

Any other comments:

R.U.S.H



**REQUIRED URGENT
SUPPORT/HELP**