



**Sutton Oak C.E. Primary School**

# **Positive Behaviour Policy**

*"Believe, achieve and grow together"*

**2017-2019**

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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 vision.

“Believe, achieve and grow together.”

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 Positive Behaviour Policy reflects this ethos which is a core element in all we do here at Sutton Oak Church of England Primary School. Children across the school are encouraged and supported to display outstanding positive behaviour at all times which follows the example and teachings of Jesus.

Our core Christian values adopted in school are: -

Friendship, compassion, forgiveness, respect, truthfulness, trust, perseverance and thankfulness.

Our motto statement supports this-

*Inspiring a love of learning, love for one another and faith in God.*

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 Positive 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 C of E 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 Positive Behaviour Policy reflect and support the school's Vision*

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

- Create an ethos of good positive 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 positive 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 Positive Behaviour Policy and to monitor its effectiveness.

The Governing Body should:

- Ensure that the Schools Positive 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 Positive 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 has regular opportunities to participate in Positive 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 Positive Behaviour Policy is reviewed annually and communicate any new updates relating to behaviour, discipline and safety to all school staff, Parents and Carers and pupils.

### The Role of the Headteacher

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

- Implement the schools Positive 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 is paramount.
- Support the staff by implementing the policy, by setting the standards of positive behaviour and by supporting staff in the implementation of this policy.
- Ensure that incidents of poor behaviour are recorded and parents notified of the fact.
- Give fixed-term exclusions to individual children for serious acts of misbehaviour.
- Consider permanent exclusion for repeated or serious acts of anti-social behaviour.
- Notify the school Governing Body of any actions of exclusions.

## **The Role of Staff**

All staff should:

- Follow the hierarchy of rewards and sanctions
- Make children aware of appropriate positive behaviour in all situations.
- Be aware of all children's behaviour in class and around school, and deal 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 positive behaviour, treating all adults and children with respect.
- Focus on good behaviour and positive reinforcement to raise self-esteem, giving praise for good positive 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.
- Implement the processes and procedures for managing the behaviour of pupils in line with the schools Positive Behaviour Policy.

## **The Role of Parents**

All parents should:

- Support the school's hierarchy of rewards and sanctions.
- Support the Positive Behaviour Policy by reinforcing to their child/children their need to behave in a responsible manner when in school, and for them to show consideration, courtesy and respect for other pupils and staff at all times.
- Respond to reflection texts when sent from school about the poor behaviour of their child/ children if it arises by talking to them about making positive choices.
- Help their child / children to understand the school rules and the need for them to retain an ordered society.
- Ensure that their child / children attend school regularly and punctually and to notify the school as soon as possible if their child / children will be absent.
- Ensure that their child / children have appropriate school uniform, PE clothing and footwear so that they can fully participate in all school activities.
- 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 constant positive behaviour, self-discipline and the safety of themselves and their peers. This also applies when travelling to and from school.

The School Council through debate and consultation adopted the following guiding principles for all pupils to follow:

- Always work to the best of your abilities and to allow other pupils 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.

The above guiding principles adopted by the School Council have been incorporated within the Rules and Procedures section of this policy and are reflected in “The School Rules”

## **Classroom Management**

Classroom management and teaching approaches have an important influence on children’s behaviour. Relationships between teacher and children, effective 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**

The introduction of an appropriately structured curriculum and effective learning processes will contribute to good positive behaviour.

School staff through positive proactive planning for the needs of individual pupils, encouragement, active participation and involvement of pupils in their own learning and structured feedback, will help to avoid alienation and the disaffection of pupils which can be the root of poor behaviour.

All lessons will have clear aims and objectives.

Lessons will be differentiated to meet the needs of pupils with different abilities and will be structured in a format that encourages pupils to become positively active rather than passive learner.

## Rules and Procedures

The school rules and procedures follow the guiding principles established by the school council. The school rules have been kept to a minimum; they have a clear message and are easy to follow. The school rules must be consistently applied and enforced by both staff and pupils, with ongoing support from parents / carers.

Good positive behaviour is encouraged at all times to ensure that all pupils are able to understand and achieve acceptable standards of positive behaviour.

### 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***

### 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, book day or residential weekend.
- P.E. kit should consist of shorts, t-shirt and pumps and should be in school every day 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 playground 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 positive 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 visits, is subject to the school's Positive Behaviour Policy. Poor behaviour in these circumstances will be dealt with as if it had taken place in school and the child's parents will be notified in line with the procedures within the Positive Behaviour Policy

### **E-Safety**

Any incidents of inappropriate online behaviour (social media/texts etc.) reported to the school will be dealt with in line with the Local Authority procedures, which is reflected in the schools E Safety Policy. A newsletter is produced every half term with updates and guidance for parents and children.

## The Positive Behaviour Management Process

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

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

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 positive 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: -

Friendship, compassion, forgiveness, respect, truthfulness, trust, perseverance and thankfulness are rewarded and acknowledged.

They receive “Value Leaves” which are displayed on the “Values Tree” for all to see and read. These achievements are mentioned in assemblies.

#### **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, text messages, via the school web site/facebook page and at parents’ evenings.

2 children from each class can be awarded the ‘Hall of Fame’ each week. Their photographs will be displayed in the hall and they will receive a certificate to take home.

Children will receive a grading for their attitude to learning. There will be a display in each hall showing the children achieving a grade 1 all week. There will be an end of term reward for the children that consistently receive a grade 1 for their attitude to learning.

### **Merit Shop System**

The school has a merit point system in place to encourage pupils for good work, positive behaviour and displaying the School Values. The merit shop will be run by the school council.

Pupils can be given a raffle ticket for positive behaviour in school; a raffle ticket can be awarded by any member of staff. The pupil is responsible for keeping their own raffle tickets until they have enough to 'buy' a reward from the School Council Shop.

### **Celebration Assemblies**

1. **Hall of Fame:** Each week staff nominates 2 children to receive certificates for good curriculum work, performance or positive behaviour.
2. **Lunch Times:** The Lunch Time Supervisors can give raffle tickets to children who have shown exceptional manners and good behaviour during lunchtime.
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.

**The Green Day:** This is a reward system for pupils who consistently keep to the school rules. Children who have stayed on the green all week will receive a sticker at the end of each week. When children have had 25 green days will receive a certificate. (See appendix 2 for the Green Day System)

**Behaviour Treat (end of term KS2)** – This is a reward system for KS2 pupils who have not incurred a reflection during the school term.

**School Council** - The school ensures that pupils have the opportunity to voice their opinions, to influence policy and practice and to engage in effecting change in areas that affects them and is relevant to them through the function of a democratically elected school council.

An election for the school council occurs during the start of the new school year (September).

Each class in KS2 has two council representatives to represent their class (male and female).

Two pupils from KS1 are also elected to represent the infant aspect of the school.

Elections are held at the initial school council meeting to appoint a Chairperson, Vice Chairperson and Secretary. (The school council receives support from a designated member of staff to support its function which meets on a monthly basis).

### **Year 6 Pupils**

Year 6 Pupils can be nominated for Head girl and Head Boy. These pupils are nominated by all members of staff.

Year 5 & 6 pupils are encouraged to apply for a role as a "Chang4Life "volunteer. The role is to assist lunchtime supervisors with games and activities and to be a positive role model for younger children.

### **Newsletter/Website**

The school produces a monthly 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.

### **Procedures for Inappropriate Behaviour**

The school has adopted rules highlighted in the "Rules and Procedures" section of this policy. There are two sets of rules in operation within the school (outside and inside). The school rules are displayed in every classroom and in prominent positions on the playgrounds for all pupils to see and adhere to on a daily basis. Whilst the school rules are the same for both KS1 and KS2, the initial processes and procedures for managing behaviour differs slightly due to the age of the children (Infant/Junior). Ongoing support for the pupil, recording and logging of the behaviour incidents and communication with parents / carers remains the same for both Key Stages.

#### **KS1 ( Infant) procedures:**

If a KS1 pupil breaks a school rule, they are given a 1<sup>st</sup> verbal warning and directed by the teacher to move from their place on the carpet to another designated place and their name is written on the board, which is a visual reminder to the pupil that they have not been following the school rules.

If the pupil continues to misbehave the child's name will be moved onto yellow on the class traffic light to give a further visual reminder that they are now on a 2<sup>nd</sup> and final warning as they are not following the school rules. This means they have lost their 'Green Day'.

If the pupil fails to correct their behaviour after the two warnings their name is moved from the yellow circle onto the red circle on the classroom traffic light display. This procedure is recorded by the teacher and logged with the Head of KS1. A text message will be sent home. The teacher will notify the child's parent/carer when they arrive at school to collect their child.

In the case whereby a pupil continues to break the rules then they are sent to the Head of KS1 where a consequence will be issued.

The Head of KS1 may refer the issue directly to the Headteacher depending on the severity of the incident. The child's parents/ carers maybe asked to come into school to discuss the issue.

If a child is on red 3 times within a half term period, the child's parents are invited into school to discuss the issues (This is recorded).

The child with the parents' agreement and cooperation with school will be offered further help and support which could be an involvement with the Pastoral team, SENCO, Behaviour monitoring support book (Classroom / Free time) Social, Emotional, Behaviour Intervention work (1/1 or group work), the implementation of an IBP / Provision map with specific targets for the child to achieve over a set time, or direct involvement with outside agencies (e.g. BIT- Behaviour improvement Team).

### **KS2 ( Junior) Procedures**

If a pupil breaks a school rule they will be given a "first verbal warning" by the relevant member of staff at the time of the incident occurring and their name is put on the board. If the pupil continues to misbehave and breaks the school rules the pupils name will be moved onto yellow and they will lose their 'Green Day'. The pupil at this stage will also be given notice that should they continue to misbehave despite having had two warnings then they will incur a reflection sanction. If the pupil continues to break the school rules their name will be moved onto red and a reflection will be issued. The Key Stage 2 leader will be informed.

If a pupil incurs a reflection sanction for continuous misbehaviour their parent/carers will be informed via a text from school of the incident and the action implemented. The behavioural activity is recorded on SIMS by the class teacher. All behaviour reflections are monitored and logged electronically by the behaviour support worker on a weekly basis. Pupils who are recorded on the behaviour monitoring system are tracked on a regular basis by the behaviour support worker to ensure their behaviour is not escalating.

If a pupil receives three reflections within a half term period the Head teacher is notified and the pupil's parents / carers will be asked to come into school to discuss their child's behaviour and to look at support interventions to help them to make the necessary changes to their behaviour.

The behaviour reflection tracking system is available to all teachers. The Headteacher has access to it to for information purposes to enable relevant reports related to pupils behaviour to be made to the Governing body.

#### **Reflection sanctions:**

Reflection sanctions in KS2 are undertaken at both the morning and afternoon break time periods, which involves the pupil on reflection to miss their free time to complete their set consequence; this is supervised by a teacher on a rota basis. Pupils are encouraged to reflect on their poor behaviour by completing their allocated consequence (maximum 25 lines) which is checked and signed off by the teacher covering the reflection session (the pupil will continue to attend reflection sessions until their set consequence is completed). Support strategies offered to KS2 pupils are the same as those offered to KS1 pupils outlined above in KS1 procedures.

***All behavioural issues related to Bullying, Physical abuse (fighting), Hate crime (incidents of a racist, sexist or homophobic nature) are reported directly to the Headteacher and are investigated thoroughly. These types of incidents are logged and recorded as per all other behaviour incidents; however they are also recorded separately in line with the local authority procedures and reportable to the school governing body.***

***The consequences set for this type of behaviour are undertaken by the Headteacher due to their nature. Parents/Carers are notified immediately.***

#### **Break Times and Lunch times periods:**

Pupils are expected to reflect and uphold Positive Behaviour at all times during their free time periods and to help them they have a clear set of rules to follow which are related to being outside of the classroom. Staff who are on playground duty during free time periods supervising and monitoring pupils, will record any misbehaviour on the "Free time log report sheet", which will be followed up immediately free time is over. Pupils who are recorded on the free time report log will be reported to their teacher who will log the behaviour on SIMS and initiate the required action outlined in the KS 2 procedures section above.

#### **Time Out:**

There are some occasions whereby a pupil may be withdrawn from class for a short period of time to due to their presenting nature which could quickly escalate into potential misbehaviour. A time out period may be appropriate to enable the pupil to reflect and have a chat with a member of staff from the pastoral team. A pupil may be given a time out session during free time periods if a member of staff on free time duty feels that there could be an escalating behavioural issue developing.

#### **Escalation:**

Similar to the "Time Out" process a teacher may request for a pupil to be withdrawn from their class to discuss their behaviour with the Deputy Headteacher or Headteacher. This action is a further support strategy for the pupil to make them aware that their behaviour is declining and inappropriate and requires them to initiate an immediate change. A child will be placed immediately on red.

#### **R.U.S.H:**

Staff may need to utilise the R.U.S.H. card system (*see Appendix 5- Require Urgent Support & Assistance*), to enable them to acquire more urgent / additional help and support from other staff in the cases of an extreme behavioural incident which has erupted within the class that 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. -: staffs initiating a restraint are qualified via the Team Teach training process.

#### **Social, Emotional, Behaviour Interventions (SEBI):**

There may be circumstances where more focused and specific interventions are required with individual pupils in school to promote and to assist them to effect change in their behaviour which is causing significant, serious and exceptional disruptive behaviour both in the classroom and or during their free time periods. These pupils will be identified by the Headteacher in consultation with the Pastoral team,

teachers and other staff. They will be timetabled to engage in either one to one or group work sessions for Social, Emotional and Behaviour Interventions (SEBI) which will be delivered and supported by appropriate staff.

### **Internal Exclusion:**

A pupil who has not followed the school rules 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 for the reasons of safety and wellbeing to both themselves and their peers. They will work in the Pastoral Support Room with a delegated member of staff who will supervise and support them with their learning. They will be required to take break times under supervision and separate from other pupils, the pupil will take their lunch in the dining hall as normal; however they will sit and eat their lunch with the designated member of staff.

Internal exclusions will be decided by the Headteacher or Deputy Headteacher based on the facts and evidence presented in relation to the incident. Internal exclusions will be used for periods of ½ a day to 3 days depending upon the serious nature of the incident. Parents / carers will be informed.

### **External:-**

A pupil who continues to break the school rules, having already received an internal exclusion will **automatically receive an external exclusion**. They will be supervised and educated offsite at the Sutton Academy or Minerva Behaviour Unit. Parents would be informed in person by the Headteacher/Deputy Headteacher. In cases whereby a pupil commits a serious disciplinary offence for example: direct physical aggression and violence or direct verbal aggression towards a pupil, pupils and or members of staff, the offending pupil will be excluded from school. This will take the form of fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion.

Only the Headteacher (or Deputy Headteacher in his absence) has the power to externally exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods 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 fixed-term exclusion into a permanent exclusion if circumstances warrant this. If a pupil is to be excluded, the Headteacher will inform the Parents/Carers immediately, giving the reasons for the exclusion.

Parents/Carers 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 Authority (LA) 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 exclude a child or extend the exclusion period made by the Headteacher.

The designated staff member for Behaviour Management at Sutton Oak Church of England Primary School is:-

Mr 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..... Headteacher

Date.....

Signed..... Chair of Governors

Date.....

Date of policy review: September 2018



## 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...
<b>Being ready for school</b>	<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>
<b>Attendance and punctuality</b>	<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>
<b>Class and Homework</b>	<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>
<b>Behaviour</b>	<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><i>Discuss your child's behaviour in school if you receive a text notifying you about a reflection</i></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>
<b>Pupil care and support</b>	<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>
<b>Link with school</b>	<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>
<b>Extra-Curricular events</b>	<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>

Signed: Parent..... Pupil..... Teacher.....

### The Green Day System

The Green Day System is a classroom behaviour aid used to improve and enhance behaviour through a simple, yet effective means. As it is visual, children and staff are fully aware of the level each child is at throughout the course of each day. It gives the opportunity for children to be rewarded for following school rules and those children who need a reminder, a visual aid to help them see where they are lesson by lesson. As the green day system is about behaviour, it can also be used at playtime and lunchtime meaning a consistent approach to improving the standards of behaviour by all staff throughout each key stage.

### How It Works

Each day, every child in the class will start the day with their name on 'green'

This green could be the green spot of a traffic light for KS1 and FS or to keep it age appropriate, an A3 piece of laminated green card in KS2. Throughout the course of the day, children will remain on the green for following the school rules. Every child still on the green by the end of the day has achieved their green day. This can be recorded in one of two ways as shown in Appendices 2. Every time a child reaches a 25 green day milestone, they will receive a certificate in assembly on Friday morning (A generic certificate, no name on it). At the end of each term,

children who have not moved off green will take part in the behaviour treat. At the end of the year, children who have had all green days, in addition to their termly behaviour treats and certificates, will receive a prize. This prize could be ice-creams in the park, a trip to the cinema or a free afternoon of art and games on the field in July. It does not have to cost, but if we wanted an impact prize, a trip out could be a good motivator. Remember, this is for the children on green for the whole year so they deserve it.

If a child breaks the school rules throughout the day, they will receive a warning and their name will be put on the class board. If they need to be spoken to again, then they must move their name to yellow - meaning they have lost their green day for that day. This will be recorded on the daily chart as indicated in Appendices 2. Children who have been on yellow, but not on red, may still have the opportunity to take part in the termly behaviour treat if they have had fewer than 10 times on yellow. However, these children would not be eligible for the end of year green day treat once they had received a yellow, even if only in one term. They would still be able to continue collecting green days towards certificates though. For instance, a child on green for Monday, Wednesday, Thursday, Friday but yellow on Tuesday would have accrued four green days that week to count towards certificates. A child who is moved to yellow can still earn the right to be moved back to green by the end of the day if they rectify their behaviour.

If a child continues to break the rules after being moved to yellow to the extent that they are then moved to red and given a reflection, they lose the

right to attend the termly behaviour treat. A child who is moved to red cannot be moved back to green that same day. However, they may start the next day on green again. (See appendices 2)

By keeping a running totals log, it is easy for other staff members or supply teachers covering your class to be consistent with the system. Children will respond better to a consistent discipline system throughout the school as they know the boundaries are the same from staff member to staff member.

### On Display

Traffic lights in FS/KS1 - three circles, one green, one yellow, one red. Names on green.

Three A3 pieces of laminated card in KS2 - one green, one yellow, one red. Names on green.

If it is visual in your classroom, you will only need to make a note of the children on yellow or red at the end of each day. Children can even be responsible for moving their own name back to green once it has been recorded. Also, a visual system means visitors to your class can continue with the system in your absence should they be covering for a lesson or short period in the day.