

# Behaviour Policy

## Sutton Veny CofE Primary School



**Together, through friendship, in peace and with courage, we reach for the stars.**

Colossians 3:12: '**clothe yourselves with compassion, kindness, humility, gentleness and patience.**'

At Sutton Veny CofE Primary School we are proud of our reputation for high standards of behaviour. We are a very caring community and both our vision and Christian values are built on mutual trust, care and respect for all.

### **Our vision for behaviour:**

It is important that our children and staff feel safe, happy and secure within our school community. To achieve this, we have a consistent approach to promoting positive behaviour, self-regulation and respect for one another. This helps to prevent and minimise poor behaviour whilst encouraging forgiveness and restorative justice, in line with our church school ethos, and ensures we care for the emotional well-being of everyone in school. High standards of kind, respectful and considerate behaviour are expected and role-modelled by staff and children. This helps to create the conditions for an orderly, caring community, in which effective learning can take place, and which helps to regulate the conduct of the children.

We recognise and understand that children have times when they may struggle to meet our school expectations for behaviour. There may be a number of factors that contribute to this and we are committed to identifying the root cause of such behaviour. In line with our school vision and values, we are compassionate towards helping all children to deal with their feelings, emotions and associated behaviours.

### **Our Approaches to Promoting Positive Behaviour**

Positive relationships are at the heart of everything that we aim to achieve as a school. Positive relationships are a strength of the school and lead to mutual trust between all members of our school community. Staff show empathy towards the children and this leads to trusting relationships, where the children feel confident to share any worries, or concerns that they may have. This enables them to talk freely and contributes to our culture of safeguarding in our school.

Our overarching values of friendship, peace and courage support the calm and positive culture of our school and help the children to understand how to interact positively with each other. They also encourage them to 'stand-up' to any injustices, or behaviour, that they know is not in line with our school vision.

All staff take responsibility for promoting and responding to behaviour in school. Consistency in our staff's response to promoting positive behaviour is paramount in ensuring that our behaviour policy is implemented successfully and consistently. To help us achieve this, we have agreed on three key words for behaviour: **Safe, Respect and Learn**. At Sutton Veny, we believe that every member of our school community has the right to feel **safe**, the right to **respect** and the right to **learn**. Staff use this language consistently in school when responding to the children.

Role-modelling is an important aspect of our school culture. Staff understand the importance in providing positive models of behaviour. This is evident in the way they interact with the children and each other. Staff manage and regulate their own emotions when responding to challenging behaviour and always respond calmly and in a way that supports the child to self-regulate. The children provide positive role models for each other and this is recognised, shared and celebrated.

Staff use consistent approaches to managing behaviour across the school - this includes the use of visual cues, scripted responses and their use of positive language. Staff understand the importance of visible kindness and always greet the children in a friendly and positive manner each and every day. Forgiveness, reflection and restorative justice are important aspects of our school practice and help the children to develop empathy and modify their choices.

The school curriculum explicitly teaches the children the importance of their conduct and learning behaviours. Our PSHE and RHSE curriculum, our programme of collective worship and the culture of our classrooms all contribute to the personal development of each child and impact positively on their behaviour. Furthermore, the pitch of lessons

also contributes positively to a purposeful learning environment in school, as children receive an appropriate level of support and challenge during lessons, which ensures they are motivated in their work.

### **Praise and Positivity**

We believe that children who have high self-esteem and have the tools to self-regulate, manage themselves effectively in school. To help with this, we praise and reward children for positive behaviour in a variety of ways:

- Rewarding examples of 'above and beyond' behaviour choice, not just what is expected
- Providing the children with verbal and non-verbal praise (smiles etc.)
- Recognition for positive behaviour choices (stamps, raffle tickets, smiley)
- Adding names to the 'Spotted Board' for modelling school values
- Awarding school certificates and associated house points
- Presenting headteacher awards for outstanding contributions
- Acknowledgement in Collective Worship and Celebration Assembly
- Positive behaviour in the lunch hall is rewarded through a lunch time raffle
- Class reward systems for positive behaviour
- Class recognition boards for targeting desired behaviour
- Positive messages, or notes, home

### **Responding to Challenging Behaviour**

Our staff are confident when responding to challenging behaviour and will always aim to identify the root cause of any such behaviour. It is rarely the child's fault when they display signs of challenging behaviour and their behaviour is often a form of communication. Children may be experiencing unrest in their lives, be the victims of abuse or they may need support with a special educational need or disability (SEND) to help with behaviour that arises out of frustration or misunderstanding. In these instances, the school may suggest an intervention that supports the child and helps them to self-regulate and deal with their emotions.

If challenging behaviour becomes persistent and is a danger to others, such as violence and aggression, or child-on-child abuse, the headteacher and other outside agencies will become involved in a timely manner. As a school, we always inform parents and carers if we have concerns about the behaviour of their child in order to help work in partnership to address the problem, unless doing so would put a child at risk of harm.

Sanctions are appropriate to each individual situation and applied in a swift, sensitive and consistent way. The school uses the following sanctions to encourage children to think about and improve their behaviour.

- Verbal warning (reminding children of the positive or negative consequences of their behaviour)
- Scripted responses
- The use of visual displays in the classroom (think bubble, or traffic light system to promote reflection)
- Time to reflect and think; this may involve a quiet space, or time apart from the other children.
- Communication with parents (telephone call, letter or a discussion)
- Internal exclusion (time out from the class/playtime/after school clubs within school)

### **Continuous inappropriate and extreme behaviour**

If a child displays persistent or extreme inappropriate behaviour (such as violent and aggressive behaviour, sexual harassment, bullying, racist or homophobic comments, rudeness to others, bad language, theft, or persistent disruption during lessons) senior leaders will support class teachers in managing this type of behaviour. If appropriate, external agencies will also be contacted and a referral will be made to the behaviour support service (BSS), or a MASH referral may be appropriate, if there are safeguarding concerns in relation to the behaviour. The school keeps records of all reported serious incidents of behaviour (the incident log is located in the office). The headteacher has the responsibility for giving fixed term suspensions to individual children for serious breaches of our behaviour policy. For repeated, or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child. This action is only taken after the school governors and Local Authority have been notified.

**Suspension:** The school follows the Local Authority Guidance for suspensions and exclusions.

A decision to suspend, or permanently exclude, a child will be taken:

- in response to serious breaches of the school's behaviour policy;
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

#### **The use of reasonable force to control or restrain pupils**

Staff only intervene physically to prevent injury to a child or adult, or if a child is in danger of hurting themselves. The actions we take are in line with government guidelines on the restraint of children. The school has a procedure in place for recording each significant incident in which a member of staff uses force on a child, and for reporting these incidents to the child's parents as soon as possible after the incident, unless doing so would be likely to result in significant harm to the child. Wiltshire schools use the Behaviour Management/Physical Intervention School Incident Report and Investigation Form. This form is sent to the Health and Safety Adviser for schools.

#### **Partnership with parents and carers**

The school works collaboratively with parents and carers to encourage consistent messages about how to behave at school and to work together in order to effectively promote positive behaviour. We inform parents immediately if we have concerns about their child's welfare or behaviour. A copy of our Home School agreement is included in the induction pack, the Code of Conduct is sent home annually and we ask parents and carers to sign their child's Link Book. The learning and conduct behaviour of the children is also reported on in our annual school reports.

#### **Monitoring and Evaluation**

The senior leadership team and pupil welfare committee monitor and evaluate the effectiveness of our policy on a regular basis, taking into consideration: lesson observations, playground behaviour, feedback from external visitors, stakeholder questionnaires, as well as a scrutiny of any notable incidents that may have occurred. This evaluation identifies areas for further improvement and these are acted on, or included in the School Development Plan if appropriate.

#### **Other related policies and procedures:**

- Anti-bullying Policy
- Safeguarding and Child Protection Policy
- Code of Conduct
- Mental health and Well-Being Policy
- Exclusion guidelines
- Health and Safety Policy
- Home School Agreement

#### **This policy takes in to account the following guidance:**

- 'Behaviour and Discipline in Schools' A guide for Head teachers and school staff. (DfE January 2016, updated September 2020)
- Use of Reasonable Force: advice for headteachers, school staff and governing bodies (DfE, July 2013)
- The equality act 2010 in respect of safeguarding and in respect of pupils with SEND.
- When the Adult Changes, Everything Changes: Paul Dix, Independent Thinking Press, 2017

<b>Approved by:</b>	Curriculum and Pupil Welfare Committee	<b>Date:</b> 9/11/22
<b>Last reviewed on:</b>	November 2022	
<b>Next review due by:</b>	September 2023	

## **Appendix 1: behaviour principles statement**

### **Sutton Veny CofE Behaviour Principles Statement**

- Every member of our school community has the right to feel safe, the right to respect and the right to learn.
- All pupils, staff and visitors are free from any form of discrimination
- All staff, governors and volunteers in school, role model the expected behaviour to the children at all times
- Rewards, sanctions and reasonable force (if necessary) are used consistently by staff, in line with the school's Behaviour Policy
- The Behaviour Policy is understood by the children, staff and parents/carers
- The children are helped to take responsibility for their actions and make wise choices
- The school works in partnership with families when dealing with behaviour incidents, to foster positive relationships between the school and the child's home life
- Fixed-term suspensions, or permanent exclusions, will only be used as a last resort, and the school follows the Local Authority's procedures, which outlines the processes involved in permanent and fixed-term suspensions

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

## Appendix 2: behaviour incident form



### Behaviour Incident Form

This form is to be used when a child has breached our school code of conduct.

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

#### Type of behaviour (Please tick)

<input type="checkbox"/>	Name calling (Verbal abuse)	<input type="checkbox"/>	Physical Aggression	Other (Please detail)
<input type="checkbox"/>	Swearing	<input type="checkbox"/>	Ignoring instructions	
<input type="checkbox"/>	Racist Incident	<input type="checkbox"/>	Bullying	
<input type="checkbox"/>	Verbal aggression	<input type="checkbox"/>	Disrupting lessons	
<input type="checkbox"/>	Sexist incident	<input type="checkbox"/>	Homophobic incident	

Where the incident took place: \_\_\_\_\_

When the incident took place: \_\_\_\_\_

Who reported the incident: \_\_\_\_\_

#### Description of incident

#### Action Taken by Adult

Please tick all that apply:		Any further detail (if required)
<input type="checkbox"/>	Adult spoke to child (Name of adult: _____ )	
<input type="checkbox"/>	Adult informed class teacher	
<input type="checkbox"/>	Class teacher informed parents (if necessary)	
<input type="checkbox"/>	Incident serious enough for Class teacher to inform Headteacher	
<input type="checkbox"/>	Headteacher Investigates and informs parents.	
<input type="checkbox"/>	Incident is recorded in the behaviour incident log file. (Office)	
<input type="checkbox"/>	Incident leads Headteacher to start exclusion process	

#### Consequences to the child's behaviour

What sanctions/consequences were put in place?		Any further detail (if required)
<input type="checkbox"/>	Child missed playtime (supervised by adult)	
<input type="checkbox"/>	Child spent playtime with a member of staff	
<input type="checkbox"/>	Child had time out	

#### Making amends

How did the child make amends for their actions? (Restorative justice)		Any further detail (if required)
<input type="checkbox"/>	Gave a spoken apology (observed by adult)	
<input type="checkbox"/>	Gave a written apology (attach a copy to this form)	
<input type="checkbox"/>	Other (please specify)	

Person hurt by this child's behaviour: \_\_\_\_\_

The action taken to support and reassure the above named person:

Staff Member completing this form: \_\_\_\_\_

A copy of this completed form is placed in the child's Pupil Profile and the Behaviour Incident File (kept in the office).