

Behaviour Management Policy



Sundridge Primary School

Policy reviewed and revised annually
This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

We believe that:

- Good behaviour is rooted in positive relationships between children and adults, where everyone is valued.
- It is important to have a whole school approach to the policy, with all colleagues supporting each other, following the same procedures to ensure continuity.
- The maintenance of good discipline is of paramount importance for the growth, health and development of the pupils in our care.
- We need to be aware of the needs and feelings of others, to encourage a calm, purposeful and happy atmosphere within school.

So our expectations are:

- At the beginning of each new academic year each class draws up a list of classroom rules. The rules are prominently displayed in the classroom and are regularly referred to. Self-monitoring is positively encouraged.
- The Playground Code is clearly visible in both the main playground and the Reception play area.
- These classroom and playground rules are regularly highlighted and discussed in assembly and during class discussions.
- E-safety is discussed in class, in Computing lessons, in PSHE work, throughout the curriculum.

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And our key standards are:

- To move about school in a quiet orderly manner always
- To sit quietly and listen when attending all assemblies
- To use the toilet areas appropriately and with consideration for others and to observe hygienic standards
- To keep their classroom and central areas tidy and to look after and respect all property
- To display good manners at all times
- To work in class without causing disruption to the learning of others

What we do to encourage good behaviour:

We make clear our expectations of good behaviour.

We discourage unsociable behaviour by promoting mutual respect.

We encourage children to take responsibility for their own actions and behaviour.

Through example, we set standards of behaviour.

We praise good behaviour both privately and publicly.

See Appendix 1 for details of details of how we use rewards to encourage positive behaviour in school.

In the event of a pupil running out of the school grounds, the member of staff must report the event to either the Headteacher, Deputy Headteacher or the teacher in charge who will then inform the child's parents and the police.

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Searching, Screening and Confiscation

We reserve the right to search pupils for prohibited items as listed in DfE published guidance: Searching, screening and confiscation: advice for schools 2022.

(Copy available on request)

Managing Malicious Allegations against staff:

When an allegation against a staff has been investigated by the LADO and determined to be unfounded, false or malicious, we will consider whether:

- the child making the allegation is being abused by someone else and this is a 'cry for help'
- deliberately invented and whether any disciplinary actions are appropriate

and take appropriate action.

What Is In Place to Support Children If Expectations Are Not Met?

There are structures in place to support children who are not responding to class sanctions and who may need an additional intervention, as shown on the Behaviour Procedures Flow Chart in the appendix.

All staff within the school are aware of the need to support children in all aspects of school life and try to spot potential barriers to learning before they become a problem. We try to encourage parents and children to be open about concerns so we can use the support network already in school to help where possible.

We have high expectations of all children and sanctions should be applied fairly if rules are broken. Some children's circumstances help

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to explain and unravel behaviour and this is where skillful support can prevent a recurrence.

We appreciate that every case is individual and different approaches may be taken in order to support the children effectively.

How we support children with additional needs:

- We understand that children's early life experience of trauma, or underlying mental health conditions, may affect their behaviour in school and require a more complex approach
- When this happens, we put in place specific plans and reasonable adjustments to support those children
- Referral to SENCO/BECO

Where behaviour plans are in place, strategies on those plans will take priority over the systems described elsewhere in this policy.

Working with Outside Agencies

We will have a direct link with Behaviour Support Services and the Educational Psychologist.

Other agencies:

- Educational Welfare Service
- Pupil Support Service
- Forward Thinking Birmingham (Formerly CAMHS)

to be contacted as appropriate. Further specialist support will be sought if required.

Equal Opportunities/Inclusion

No child will be discriminated against on the grounds of race, gender, culture, religion, sexual orientation or disability.

Relationship with other Sundridge Policies

Teaching and Learning Policy
P.S.H.E/Citizenship

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Equal Opportunities Policy
R.E/ Collective Worship
Home-School Agreement
Play Policy
Safeguarding Policy
Anti- bullying policy
E-safety/Computing
Attendance Policy
Positive Handling Policy
Attendance Policy

Development, Monitoring and Review

This policy will be reviewed annually.

Monitoring of the policy's effectiveness will be based on the number of referrals received by the Headteacher and Deputy Headteacher. Regular updates on behaviour issues to staff will be given during Inset meetings and amendments to the policy will be discussed.

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Appendix

Rewards and Sanctions

Referral Form - Lunchtimes/Classroom/Playtimes

“Put it Right” Sheets- KS1 & KS2

Sundridge Behaviour Policy Stages 1 to 5

Hierarchy of Behaviours

See also Anti bullying Policy

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Rewards for Good Behaviour

It is always important to look for the positive behaviour and efforts of children and reward appropriately.

Sundridge School's strategies to reinforce positive behaviour are as follows:

Individual Awards

- Well done/Congratulation Certificates
- Swimming Badges
- Classroom Awards/Good Behaviour Stickers and cards.
- House Points

As a positive encouragement children can collect house points for all displays of effort and good behaviour (see Appendices).

Various encouragement stickers and stamps are used within the school to promote positive behaviour.

The Headteacher and Deputy Headteacher are always pleased to see and reward effort and behaviour (with awards/stickers/praise), to support and reinforce praise given by colleagues.

Headteacher's praise postcards are also posted home to acknowledge positive contributions in school.

Class Rewards

House Points can be awarded for good behaviour or good work. The Pupils are placed in 4 houses and their points are counted on a weekly basis by School Council/Class teacher. The points are recorded and the winning house will be announced in Monday assemblies. (The House Points are collated over the year and a cup is awarded to the winning house at the end of the year.

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Consequences of Undesired Behaviour

Stages 1 to 3 manage low-level disruption and minor incidents. These are managed by the staff member at the time.

Stage 1 – a verbal and brief reminder is given. For example, ‘Please sit down and start work.’

Stage 2 – a yellow card is given. (Non-verbal warning) This informs the child that they will receive a consequence if they continue.

Stage 3 – a red card is given. This incurs a 10-minute time out in another class/space. Children should take their work with them where appropriate. (This is the consequence and no additional punishment should be given). A positive reparation conversation should take place on child’s return- e.g, “Let’s move forward together....”

Stage 4 – If the behaviour continues after the Red Card, the next playtime or 15 minutes of lunchtime is missed – a ‘Put it Right’ sheet is completed in this time. SLT receive a behaviour referral sheet for reference (they may speak to the child if necessary) and the ‘Put it Right’ sheet should be attached upon completion. **Parents must be informed of the incident by the classteacher, so that they are aware that their child has reached this stage – This should be logged on the referral form.** This stage can be reached without Stages 1-3 for examples of serious, harmful or repetitive incidents.

Stage 5 – a child reaches this stage when 3 or more incidents requiring a ‘Put it Right’ sheet occur in any half term. **There is SLT/Parental involvement at this stage.** A behaviour log/plan, targets or other intervention, such as a suspension or an internal class exclusion may be appropriate. This stage can be reached without Stages 1-4 for major incidents, such as violence, bringing a weapon in or sexual abuse.

Lunchtime staff should report any details of incidents were yellow or red cards have been issued to classteacher during handover.

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NOTE: Pupils with Special Educational Needs may need a different approach depending on their Needs Based Plan. For example, a child with ADHD or ASD, may require a tailored plan for behaviours that may be symptomatic of their diagnosis. See also Marie Croome (SENDCO) for support.

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RESTRICTED DATA



Classroom/Playtime/Lunchtime Behaviour Referral Sheet

Class _____

Date	Name/s	Incident
<p>Stage 1-3 Classroom/Playground management</p> <ul style="list-style-type: none"> • Shouting out • Not waiting to take a turn • Fidgeting • Pushing when lining up • Snatching when using equipment • Running in school • Not listening • Not following the class rules • Being noisy when moving around the school • Physical interference with other children • Sweating (contextual non-aggressive) • Answering back • Climbing on furniture • Name calling • Throwing or misuse of equipment 	<p>Stage 4-5 Parent/SLT Involvement</p> <ul style="list-style-type: none"> • Fighting • hitting • kicking • stealing • Name calling/sweating/verbal abuse (racist, homophobic, sexual etc.) • Destroying other people's work • Running out of the room/playground. • Throwing stones if directed deliberately • Throwing furniture if deliberate • Inappropriate movements/sexual innuendo • Deliberate damage to equipment • Disrespectful behaviour towards adults in school. E.g. responding aggressively or in an intimidating manner. • Deliberate acts of violence • Vandalism • Weapons in school • Child on child abuse. 	

<p>Reason for referral:</p> <p>Stage 4-5 only</p>	<p>Action taken by class teacher/teaching assistant on duty: (Tick appropriate stages)</p> <p>Stage 1 – a verbal and brief reminder is given. For example, 'Please sit down and start work.'</p> <p>Stage 2 – a yellow card is given. (Non-verbal warning) This informs the child that they will receive a consequence if they continue.</p> <p>Stage 3 – a red card is given. This incurs a 10-minute time out in another class/space. Children should take their work with them where appropriate. (This is the consequence and no additional punishment should be given). A positive reparation conversation should take place on child's return- eg "Let's move forward together....."</p> <p>Stage 4 – if the behaviour continues after the Red Card, the next playtime or 15 minutes of lunchtime is missed – a 'Put it Right' sheet is completed in this time. SLT receive a behaviour referral sheet for reference (they may speak to the child if necessary) and the 'Put it Right' sheet should be attached upon completion. Parents must be informed of the incident by the class teacher, so that they are aware that their child has reached this stage – This should be logged on the referral form. This stage can be reached without Stages 1-3 for examples of serious, harmful or repetitive incidents.</p> <p>Stage 5 – a child reaches this stage when 3 or more incidents requiring a 'Put it Right' sheet occur in any half term. There is SLT/Parental involvement at this stage.</p>
<p>Action taken by SLT</p>	



Put it Right

What happened?

.....

.....

.....

.....

What could I have done instead?

.....

.....

.....

.....



Name.....

Date:.....

Let's Solve the Problem Together!

Remember the 5 W's

What happened?



Why do you think it happened?



What rule was broken?



What can you do to make things better?



Who could you ask to help you?

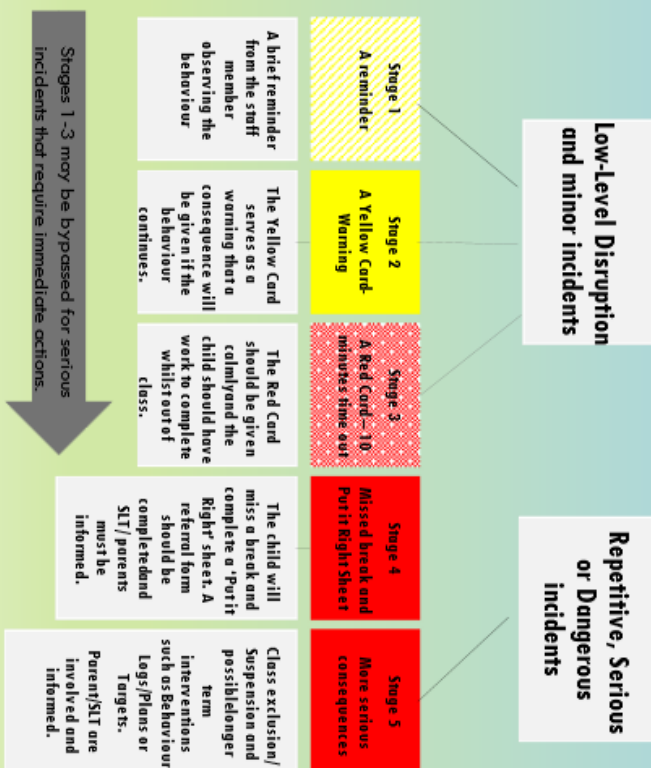




Sundridge Behaviour Policy

Stages 1 to 5

This plan is for children who do not need additional or specific plans due to SEND.



Hierarchy Of Behaviours

<p>Stage 1-3 Classroom/playground management</p> <p>Low level behaviour/ Minor Incidents</p>	<p>Stage 4-5 Parent/SLT involvement</p> <p>Serious or repetitive or harmful incidents</p>
<ul style="list-style-type: none"> • Shouting out • Not waiting to take a turn • Fidgeting • Pushing when lining up • Snatching when using equipment • Running in school • Not listening • Not following the class rules • Being noisy when moving around the school • Physical interference with other children • Swearing (contextual non-aggressive) • Answering back • Climbing on furniture • Name calling • Throwing or misuse of equipment <p>If behaviours continue, refer to stage 4-5</p>	<ul style="list-style-type: none"> • Fighting • hitting • kicking • stealing • Name calling/swearing/verbal abuse (racist, homophobic, sexual etc.) • Destroying <u>other</u> people's work • Running out of the room/playground. • Throwing stones if directed deliberately • Throwing furniture if deliberate • Inappropriate movements/sexual innuendo • Deliberate damage to equipment • Disrespectful behaviour towards adults in school. <p><u>E.g.</u> responding aggressively or in an intimidating manner.</p> <ul style="list-style-type: none"> • Deliberate acts of violence • Vandalism • Weapons in school • Child on child abuse