

AIMS AND EXPECTATIONS

At Long Sutton we intend that every member of the school community feel **valued** and **respected**, and that each person is treated fairly. As a caring community, our values are built on mutual trust and respect for all. This policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels **safe, loved** and is **learning**.

This policy was written after a series of staff meetings, consultations with Governors and work with Steve Russell, Behaviour Consultant

All of our behaviour expectations are based around the school ethos of 'Be a Star' which has been developed with the children. There is an expectation of all staff that this is used as a regular prompt for children when discussing our expectations of behaviour.



Stick together and support each other
Treat others the way you would like to be treated
An advert for the school
Reveal your inner star

At Long Sutton we:

- acknowledge that ensuring high standards of behaviour is the **responsibility of everyone - staff (teaching and support) pupils and parents**.
- **expect** every member of the school community to behave in a considerate way towards others.
- **treat** all children fairly and apply this behaviour policy **consistently**.
- **help** children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the community.
- **promote** and **reward** good behaviour - believing that this will develop an ethos of kindness, cooperation and high expectations in class, around the school and out in the community.
- **teach**, through the school curriculum, **values, attitudes, and appropriate behaviours**, as well as knowledge and skills. This will promote responsible behaviour, encourage self discipline and encourage in children a respect for themselves, for other people and for property.
- **remember** that the model set by adults is followed by pupils. This means that adults think carefully about how they greet and speak to children.

POSITIVE BEHAVIOUR

We praise and reward children for good behaviour as frequently as possible including:

- **All** staff congratulate the children.
- The Be A Star! expectations are used as a prompt for discussion for why their behaviour is good
- Achievement book / assemblies where good work or behaviour is recorded and read out and the child receives a certificate.
- Teachers reward positive or improved behaviour (including consistent good behaviour /work, manner, kindness etc) in different ways as appropriate to their age. This may include the use of stars or stickers, house points or class trophies, prizes or rewards. (see appendix two)

School expectations

Uniform

- We wear our uniform with pride

In the classroom

The children should be:

- Tidy
- Industrious
- Respectful
- Attentive
- Co-operative
- Courteous

Good Manners

- Good manners should be insisted upon at all times. Praise children who set a good example.
 - The school acknowledges all the efforts and achievements of children both in and out of school. Within classes and during assemblies pupils have the opportunity to discuss their achievements.
 - We remember to say 'please' and 'thank you'
 - We say 'excuse me' when an adult is talking
- Children are expected to reflect these expectations at all times.*

Assemblies

- The children should enter and leave the hall silently.

Playground

- Children must stay in the playground and on view to the duty members of staff.
- Children are only allowed on the field if permission has been given.
- All litter must be placed in bins.

Wet Playtimes

- During wet playtimes, one teacher should stay with their pair of classes. Non-teaching staff will distribute drinks and help to supervise the toilets and cloakrooms.
- It is the responsibility of the class teacher to ensure that there are sufficient wet play time activities.

Lunchtime

- The children should enter and leave the hall/classrooms quietly.
- Wet lunchtimes are covered by the lunchtime policy

Movement

- Safe movement is essential inside and outside the school.
- Walking, not running, is required at all times inside the school building.
- The children should walk on the left-hand side of the corridors in single file, at all times.
- We line up in silence

We expect children to:

- Listen carefully to instructions in lessons.
- Try their best in all activities - where they do not do so we may ask them to redo a task within school or at home.
- Behave appropriately at all times.
- Ensure they behave in a manner which will keep themselves and others safe.
- Behave with respect for themselves and all others.
- The class teacher discusses the school rules with their own class. In addition, each class also has its own classroom code which is agreed by the children at the beginning of the year.
- In this way every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour these may be discussed during **class time**.

PEER MEDIATION

- Where children in KS1/KS2 experience minor fall-outs between themselves in the course of the day then they are encouraged to use a peer mediator. These are specially trained pupils from Upper Key Stage 2 classes who help individual children to resolve their difficulties together at lunch breaks.

UNACCEPTABLE BEHAVIOUR

- Where our positive behaviour strategies fail then the school uses a **behaviour consequences list** which sets out clearly the unacceptable behaviours and the strategies or consequences which will be applied where those behaviours are displayed. (see appendix one)
- Where necessary a record sheet will be in place for individual children and maintained by staff. The use of these charts ensures that consistency is applied throughout the school. Children and parents are given copies of these and attention is regularly drawn to them. This is to be used when children have reached Stage 3 of the **behaviour consequences list**. The ultimate sanction is exclusion for fixed term periods or permanently. The staff strive to support all children to prevent exclusion.
- **However parents are made aware that where all options have been explored and behaviour continues to be a serious issue then a child will be excluded by the Head teacher** Some children may have reactive plans which relate to behaviour when they reach Stage 4 of the **behaviour consequences list**. Where appropriate, the school will use a reactive plan before a child has reached Stage 4. These are in place to support a child who needs to modify their behaviour in some way. **This does not replace the consequences list**. The consequences chart sets out clearly where parents will be informed of behaviours issues, by class teachers or senior staff.

Bullying

The school does not tolerate bullying of any kind.

The school defines bullying under the acronym of STOP – sustained, targeted and On Purpose. Bullying can be carried out physically, verbally, emotionally or through cyberspace.

Reporting & Recording

Pupils can report bullying to any member of staff within school. If pupils feel anxious about reporting bullying mechanisms have been put into place to try and alleviate this. Pupils can report bullying in the school's message box using white cards; worry boxes and red diaries in Upper Key Stage Two class rooms. Pupil's views are sought on a yearly basis through the use of questionnaires and this data is then analysed in order to inform the school of areas of need and improvement.

Parents can report bullying to any member of staff in school. Additionally parents' views are sought each year through questionnaires and drop in sessions to obtain their views on bullying and how the school deals with this.

Bullying is recorded in the Head teacher's Behaviour file.

If we discover that an act of bullying or intimidation has taken place we act immediately to stop any further occurrences of such behaviour. This will include short to medium term pastoral support for all parties involved. Staff will do everything within their power to ensure that all children attend school free from fear. *(See also anti-bullying policy)*

Prevention of Bullying

Have a positive school ethos and a system where all, pupils, staff and parents understand what is appropriate behaviour and what is not helps to prevent bullying. All pupils, staff and parents have a right to be treated with respect and as an individual.

The school also:

- Follows a clear set of positive rules which are based on 'Be a Star!' ethos
- Has confidential message box and worry box systems
- Has a peer mediation scheme
- Has an open door policy for parents to address any concerns they may have
- Take part in a yearly anti-bullying week
- Teach bullying in lessons such as SEAL, PSHCE, CEOP and through circle time
- Ensure that all staff including Teaching assistants and MSAs have training on how to deal with bullying
- All pupils and parents sign a Home School Agreement
- This policy is shared with all parents and is available on the school website.

ROLES AND RESPONSIBILITIES

The role of the Governors

It is the responsibility of the governing body to set down the general guidelines on standards of discipline and behaviour and to review their effectiveness.

- The governors support the Head teacher in carrying out these guidelines.
- The Head teacher has the day to day authority to implement the school behaviour and discipline policy but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

The role of the Head teacher

It is the responsibility of the Head teacher under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors when requested on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

- Supports the staff by implementing the policy by setting the standards of behaviour and by supporting staff in the implementation of the policy.
- Keeps records of all reported serious incidents of misbehaviour in the school behaviour log.
- Has the responsibility for giving fixed term exclusion to individual children for serious acts of misbehaviour.
- For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child.

The role of the Class Teacher is:

It is the responsibility of the teaching staff to apply the behaviour policy consistently.

- Ensure school rules are enforced in their class, and that their class behaves in a responsible manner at all times.
- Ensure that children do move about the school in the prescribed ways.
- Have high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability.
- Treat each child fairly and enforce the classroom/school code consistently. The teacher treats all children in their class with respect and understanding.
- Keep records as laid down by the consequences chart, informing team leader, HT and Inclusion Leader as appropriate.
- Liaise with external agencies as necessary to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Emotional and Behaviour Support Service as a result of a referral.
- Contact parents as outlined in the consequences chart or where they may have concerns regarding the welfare of any pupil.

The role of the Teaching Assistant:

All Teaching Assistants must be treated with the same respect as the teaching staff. They regularly support the classes during lessons in order to ensure that they are recognised as part of the staff team.

- To support the class teacher in their role;
- Ensure school / class rules are enforced.
- To have high expectations of behaviour of all children with whom they work.
- To treat all children fairly and consistently, with respect and understanding.
- To liaise with teaching staff where they see/hear of examples of excellent behaviour to be rewarded or instances of problem behaviours.

The role of the **Mid Day Supervisory Assistant** is:

- Midday supervisors monitor pupil's welfare and behaviour at lunch time. Any misbehaviour is dealt with by the MSA in line with the consequences chart and reported to the class teacher for recording.

The role of the **Parent** is:

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

To achieve this we:

- Explain the school rules / consequences chart in the school prospectus and we expect parents to read and support them.
- Sign a home-school agreement.
- Expect parents to support their child's learning and to cooperate with the school as set out in this policy. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare and behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated they should initially contact the class teacher. If the concern remains they should contact the Head teacher and then the school governors. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented.

All members of staff are aware of the regulations regarding the use of force by teachers as set out in DFEE Circular 10/98 relating to section 550A of the Education Act 1996: The use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting themselves. The actions that we take are in line with government guidelines on the restraint of children. See **Policy for Physical Restraint**.

FIXED TERM AND PERMANENT EXCLUSIONS

- Only the Head teacher (or acting Head teacher) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year.
- The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert fixed term exclusion into a permanent exclusion if the circumstances warrant this.
- If the Head teacher excludes a pupil they inform the parents immediately giving reasons for the exclusion. At the same time the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Head teacher informs the LA and the governing body about any permanent exclusion and about any fixed term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

Appendix One - Behaviour Consequences List

		Strategies	Sanctions
1	Talking in class Disrupting other learners Shouting out in class Low level disruptive behaviour at break times	<ul style="list-style-type: none"> • Eye contact • Use of the Be a Star! values • Verbal warning • Name on the board • Move pupil to another seat 	<ul style="list-style-type: none"> • Time out in another class • Loss of break time to talk to teacher • Loss of golden time • Within teacher judgements, children will redo work to an acceptable level
2	Repeated occurrences of above and: Being cheeky to adults Arguing with adults, Hitting or kicking another pupil (playtime) Hitting or kicking another pupil (Lesson time) Swearing at another pupil	<ul style="list-style-type: none"> • As above) • Verbal warning • Isolated seating in class / thinking spot • Name on the board • Move pupil to another seat • Amended seating plan • Removal to team teacher's class / Key Stage leader's class • Warning of Reminder cards • Class teachers to make Team leader aware of concerns • Class teachers to use a repertoire of personalised strategies (SLT to support) 	<ul style="list-style-type: none"> • Reminder cards • Loss of playtimes (KS1 pupils stood at wall outside, KS2 pupils outside staff room) • 2 reminder cards in one day will result in a phone call home from the teacher • In the event of swearing at a pupil a letter from the head teacher will be sent home • In FS, thinking spot will be used in place of a reminder card
3	Continued unacceptable behaviour Serious one off incident <ul style="list-style-type: none"> - Targeting of one child - fighting - stealing - running off <ul style="list-style-type: none"> • More than 3 Be a Star! reminder cards on 3 days in a week 	<ul style="list-style-type: none"> • Asking staff on break duty to observe pupil • Inclusion leader to observe pupil learning • Limiting the children the pupil can play with or zones to play in • Pastoral support time to be started or increased • Regular discussions between class teacher and pupil to review behaviour patterns • Head Teacher to be made aware 	<ul style="list-style-type: none"> • Incidents to be logged in the school behaviour file by the a member of SLT • Use of Class Observation Sheet to record learning behaviours by Class teacher • Use of Boxall Profile (carried out in consultation with Senior Leaders) • Meetings with parents (weekly) • Home school report sheet (Appendix 8) • Break time detentions • Internal exclusion (by Head teacher or Assistant Head teachers) • Letter home from teacher (Appendix 5) • Referral to Pathways by Senior Leaders (until behaviour improves)
4	Continuation of <ul style="list-style-type: none"> - physical violent behaviour - verbally abusive behaviour - stealing 	<ul style="list-style-type: none"> • Head teacher and Pastoral Lead to be involved in development of approaches to support pupil • Head Teacher to join in with weekly meetings with parent • Increased Pastoral support time 	<ul style="list-style-type: none"> • Development of a reactive behaviour plan • Meetings with parents (weekly) • Home school diary • Break time detentions

	- bullying		(until behaviour improves)
5	<p>Extreme, persistent continuation of</p> <ul style="list-style-type: none"> - physical violent - verbally abusive - stealing - bullying after start of reactive behaviour plan <p>A very serious one one off incident</p>	<ul style="list-style-type: none"> • Head teacher to make Chair of Governors aware where pupils are at risk of fixed term or permanent exclusion • School to consider use of additional adult support in class or at playtimes 	<p>Fixed term or permanent exclusion</p> <p>Any pupil swearing at a member of staff will be subject to a fixed term exclusion.</p>

*Children causing immediate concern may be given a reactive plan in the light of discussions between school and home

DRAFT

Appendix Two – Rewards list

Note that these are seen as hierarchical

	Rewards	Reasons / ways of working
1 st stage Class based	<ul style="list-style-type: none"> Stickers Smiley faces on a Bear in FS 	<ul style="list-style-type: none"> Stickers are given to children as a result of good work. This could be done by the class teacher or Teaching Assistants. Children should, within teacher judgements, also be sent to other teachers or the Head Teacher to share successes as well In Foundation Stage, children will put smiley faces onto their individual bear as well receiving stickers.
	<ul style="list-style-type: none"> House points 	<ul style="list-style-type: none"> House points will be given to any children who are demonstrating good conduct or the four areas of the Be a Star! ethos. These can be given by any member of staff and should be backed up by a reason why they have been given it. Where possible, this should be tied into the Be a Star! ethos.
2 nd Stage (as above) Class and whole school based	Star slip (Key Stages One and Two)	<ul style="list-style-type: none"> Children whose behaviour and work is significant will be given a star slip to post into a box. These will be drawn at the end of each term for a prize for KS1, LSK2 & UKS2.
	<ul style="list-style-type: none"> Class based rewards 	<ul style="list-style-type: none"> Class teacher (within professional judgement) will reward children in their class for exceptional behaviour over a week or small period time. This might be watching a short film, additional play time or using wet play resources.
	<ul style="list-style-type: none"> Fridge magnets 	<ul style="list-style-type: none"> Teachers will choose children whose behaviour or work has earned a weekly award in the celebration assembly. This could mean that one class will have a large number of winners where individual conduct or work of significance warrants it.
	<ul style="list-style-type: none"> Attendance reward 	<ul style="list-style-type: none"> At each Monday assembly, the school attendance rates will be shared. The winning class will have the Attendance Award for a week. The class which wins for a term will earn a treat from their class teacher (additional choosing time, play time, just dance etc) This will be shared in newsletters and through the school social media sites
3 rd Stage (as above) Class and whole school based	<ul style="list-style-type: none"> Golden time reward 	<ul style="list-style-type: none"> Children who have not lost any golden time over a big term will be rewarded with a special activity with School Leaders.
	<ul style="list-style-type: none"> Termly attendance certificates 	<ul style="list-style-type: none"> Children who achieve 100% attendance in one 'big term' will be awarded a certificate
	<ul style="list-style-type: none"> Class based rewards 	<ul style="list-style-type: none"> Class teacher (within professional judgement) will reward children in their class for exceptional behaviour over a term. This might be watching a short film, additional play time or using wet play resources.
	<ul style="list-style-type: none"> Star letter 	<ul style="list-style-type: none"> Children identified by their class teacher for living up to the school ethos of Be a Star! will have a Star letter sent from the Head to their parents / carers to mark their good work and behaviour each term.
4 th Stage Annual awards	<ul style="list-style-type: none"> Annual attendance certificates 	<ul style="list-style-type: none"> Children who achieve 100% attendance in a whole year will be awarded a certificate Year 6 children who have achieved 100% attendance in all Primary year groups will be given a prize
	<ul style="list-style-type: none"> Annual 	<ul style="list-style-type: none"> At the end of each year, there will be a Trophies assembly marking

	awards	achievements in all classes.
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Appendix Three

Letter for swearing (to be sent by Head Teacher)



Long Sutton Community Primary School
Dick Turpin Way, Long Sutton, Spalding Lincs. PE12 9EP
Telephone 01406 363381 Fax 01406 364831
E-mail enquiries@longsutton.lincs.sch.uk
Web site www.longsutton.lincs.sch.uk

Headteacher: Mr B Lord

{Family address
To be
Inserted}

DD Month YYYY

Dear {parents's names}

I am afraid I have to report a rather disturbing incident which took place at school today.

AT lunch time {Child's name} repeatedly used the word "insert swear word".

We take this very seriously and would hope that you will discuss this issue with him/her tonight. Please could you sign and return the reply slip so that we know that you have received this letter and discussed it with <insert name>

Yours sincerely

Mr B Lord
Head Teacher

Language letter

I have received the letter from Mr Lord and have discussed the incident with my child.

Signature

Appendix Four – Class observation sheet

<u>Name of Child:</u>	<u>Year:</u>				
<i>Class teacher to fill in monitoring checklist</i>	Very Good				Very Poor
Task Orientation and progression	1	2	3	4	5
Starting tasks					
Completing tasks					
Thinking about tasks before finishing (not impulsive)					
Organisation and presentation of work					
Care of equipment					
Attention and concentration span					
Is comfortable staying in seat					
Motivation					
Involvement in active learning tasks					
Able to work independently					
Relationships with peers and others	1	2	3	4	5
Can take turns in classroom discussions					
Does not disturb others					
Can accept help with work when appropriate					
Has no great need to attract attention					
Can resist being drawn into trouble					
Has friends					
Can play well with others					
Can share					
Can express needs without being aggressive					
Emotional growth/self esteem	1	2	3	4	5
Is able to accept praise					
Shows pride in own achievements					
Refers to self in positive terms					
Takes care of own property					
Respects the property of others					
Accepts responsibility for own behaviour					
Recognises that behaviour has consequences					
Can accept constructive criticism					
Expresses feelings appropriately					
Recognises and empathises with the feeling of others					

Is usually truthful					
Can tolerate frustration					

Class	Specific Behaviours	No Concern	Some Concern	Moderate Concern	Serious Concern
	Calling out				
	Making noises				
	Rocking in seat				
	Crawl/lies on floor				
	Walks about classrooms when unacceptable				
	Leaves classroom without permission				
	Strikes another pupil				
	Strikes teacher				
	Physical harassment/threats to another pupil				
	Physical harassment/threats to teacher				
	Damages property				
	Uses offensive language				
	Writes/scribbles on own/others work				
	Chooses to be solitary				
	Disliked by other pupils				
	Loses temper easily				
	Over fussy				
	Anxious/unsure				
	Appears unhappy				
	Has difficulty working with others				

Next Steps:

Teacher Signature:

Appendix 5 – Letter from class teacher (at Stage 3 of Behaviour Consequences list)



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E-mail enquiries@longsutton.lincs.sch.uk
Web site www.longsutton.lincs.sch.uk

Headteacher: Mr B Lord

Date: _____

Level 3 Behaviour

Dear Parent/Carer,

I have to inform you, in line with our behaviour policy, that your child _____ has triggered this level 3 behaviour letter for the following reasons.

He/she has:

- _____
- _____
- _____

The consequence of this behaviour is _____, in line with our school behaviour policy. A copy of this policy is available upon request and is also on our school website www.longsutton.lincs.sch.uk

We know that you will support us in working with your child to make safe, responsible and respectful choices in the future.

Thank you for your cooperation in this.

Class Teacher

Language letter

I have received the Level 3 behaviour letter from my child's class teacher and have discussed the incident with them.

Signature

Long Sutton Primary School

Behaviour and Discipline Policy

Appendix 6 – letter from Head Teacher (at Stage 4 of the Behaviour Consequences List)



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E-mail enquiries@longsutton.lincs.sch.uk
Web site www.longsutton.lincs.sch.uk

Headteacher: Mr B Lord

Date _____

Level 4 Behaviour

Dear Parent/Carer,

I have to inform you, in line with our behaviour policy, that your child _____ has triggered this level 4 behaviour letter for the following reasons.

He/she has:

- _____
- _____
- _____

The consequence of this behaviour is _____, in line with our behaviour policy. A copy of this policy is available upon request and is also on our school website www.longsutton.lincs.sch.uk

We know that you will support us in working with your child to make safe, responsible and respectful choices in the future.

Thank you for your cooperation in this.

Mr. B Lord
Headteacher

Language letter

I have received the letter from Mr Lord and have discussed the incident with my child.

Signature



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Telephone 01406 363381 Fax 01406 364831
E-mail enquiries@longsutton.lincs.sch.uk
Web site www.longsutton.lincs.sch.uk

Headteacher: Mr B Lord

Star Letter

Date: _____

Dear Parent/Carer,

I am pleased to inform you that your child _____ has made safe, responsible and respectful choices during this half term. This is something which builds upon our Be a Star! ethos.

Their behaviour has been a credit to you and the school and you should be so proud of them. This has enhanced their learning and they are making the most of all the opportunities they are presented with.

Many congratulations!

Mr. B Lord
Headteacher



Appendix 8 – Star slips

Star slips are awarded for exhibiting a particular behaviour that links to the Be a Star! ethos. When the children are awarded with a star slip they record their name on it and place it in the star slip box. At the end of each small term, the school has a Celebration Assembly where one name, from each Key Stage, is drawn out of each star slip box and those pupils are awarded with a prize.

