

Long Sutton County Primary School



Behaviour and Relationships Policy

Updated September 2023		
Date to be reviewed September 2024		

At Long Sutton County Primary School we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. We deliver a curriculum that supports the social, emotional and mental health of the whole school community.

The aim of this Behaviour and Relationships Policy is to communicate the key principles and practices that reflect our school ethos and values. We understand that positive behaviour and positive relationships can be taught and need to be modelled. It is our primary aim that everyone feels valued, respected and treated fairly. Equally, we understand that negative behaviour can signal a need for support which will be provided whilst maintaining high expectations of behaviour and manners.

Behind every behaviour there is a feeling and behind every feeling there is an experience.

We understand that all behaviours are a form of communication. With that in mind, we aim to be proactive rather than reactive - teaching children appropriate strategies to help manage their feelings and relationships. We aim to create a positive, predictable and safe environment for the whole school community.

It is understood that children with a special educational need or disability (SEND) need may find it difficult to meet the expectations of behaviour on occasions. With this in mind, we have a graduated approach to behaviour that works alongside the SEND policy and the SEND Code of Practice for the Social, Emotional and Mental Health (SEMH) area of need: please see sections 6.32 and 6.33

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

At Long Sutton County Primary School, behaviour management is recognised as a collective responsibility between children, staff, parents, the governing body and other agencies involved with school.

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it as outlined in KCSIE 2022.

All staff recognise that ‘peer on peer abuse’ is most likely to include, but may not be limited to: bullying - including cyberbullying, prejudice-based and discriminatory bullying. Bullying will not be tolerated at our School – see separate Anti-Bullying Policy.

Our Core Values:

Our school values are the essence of our identity by reflecting our Christian ethos. Our Long Sutton County Primary School Values are:

- Strength
- Teamwork
- Ambition
- Respect

At Long Sutton County Primary School, we use Track It Lights as a behaviour management tool. Track It Lights records both positive and negative behaviours and allows the school to track patterns of behaviour across all classes and year groups.

Expectations of behaviour based on School's aims and values.

At Long Sutton County Primary School, it is expected that every child will:

- Display the school values and follow the Class Charter.
- Listen to and follow instructions and rules set by adults.
- Use technology safely as guided by the adults.
- We use an indoor voice when inside the school building.
- We use please and thank you and always use kind words.
- We tell the truth straight away.
- We stop and listen at the raised hand signal.
- We wear the correct uniform.
- We respect others and school property in school and when outside at play and lunch times.
- We are enthusiastic about our learning and try our best.

At the start of each academic year, the children and their new class teacher/s will agree the behaviour that is expected. It is important to do this at the start of every academic year to reinforce expectations; these will form part of the Class Charter which is displayed in the classroom. This will be referred to regularly and revised in light of repeated instances of unwelcome behaviour.

Unwelcome Behaviour

It is unacceptable for anyone to:

- Disturb the learning of others
- Be disrespectful or speak inappropriately
- Use rude language or swear, including online
- Use aggressive and physical behaviours towards others
- Be dishonest
- Bully others, including online
- Leave the classroom without permission
- Not following adult instructions or requests
- Damage equipment or purposely use it in the wrong way

The Five Stages of Behaviour

This table outlines the five key stages of behaviour within our school. It provides examples of behaviours and the resulting actions and consequences followed at Long Sutton County Primary School.

Parents/Carers should be aware that these examples are not exhaustive.

Our approach to behaviour has been inspired by The Toolkit for Regulation created by Lincolnshire's Behaviour Outreach Support Service (BOSS).

Behaviour	Examples	Action
Green Behaviour	<p>Children feel happy, safe and ready to learn. This is where we aim for all our children to be.</p>	<p>Expected behaviours are recognised and rewarded by:</p> <p>Showing work to the Headteacher/Deputy Headteacher.</p> <p>Trophies and Special Awards e.g. Weekly Star Award, Termly Values Badges.</p> <p>A child, group or class may be chosen as a role model for others.</p> <p>Written praise e.g. a positive comment on work</p> <p>Verbal praise</p> <p>Peer group praise e.g. a clap, praise action etc.</p> <p>Smiles and thumbs up</p> <p>Stickers</p> <p>Earn green points on TrackIt Lights for demonstrating positive behaviours.</p> <p>TrackIt Lights certificates earned through positive behaviours – Bronze, Silver, Gold, Platinum, Diamond, Rainbow</p> <p>Weekly: Star of the Week linked to our Values (1 per class)</p> <p>This is managed by classroom-based staff.</p>
Amber Behaviour	<ul style="list-style-type: none"> • Not following the Class Charter • Distracting others (preventing the learning of others). • Unfocused and off task. • Purposeful intent to cause frustration in others • Not telling the truth • Misuse of equipment without intent of injury or damage. • Low level disruptive behaviour • Refusing to complete work • Rough Play • Not travelling through the school appropriately 	<ul style="list-style-type: none"> • Positive reinforcement given to those following expectations. • Positive and clear reminders of expectations are provided to the child, for example, 'Look this way. Focus on your work.' • Verbal warnings • Move pupil to another area of the classroom • Ascertain if the child needs any support. • Referral to the Class Charter and School Values <p>If multiple amber behaviours occur, this will be classed as yellow behaviour.</p> <p>This is managed by classroom-based staff</p>
Yellow Behaviour	<ul style="list-style-type: none"> • Not displaying School Values • Repeated / regular amber behaviours 	<ul style="list-style-type: none"> • Verbal warning given. • Time removed from break/lunch times to reflect and reset.

	<ul style="list-style-type: none"> • Causing persistent disruption over time to learning (for themselves and others) • Damage to school equipment or petty theft. • Indirect (not aimed at anyone) use of inappropriate language. • Inappropriate physical contact (persistent pushing and shoving during a game-type situation, tripping someone up intentionally) • Impulsive physical harm (not intended to harm). • Intentional unkindness towards others. • Refusal to co-operate • Leaving class without permission • Taunting 	<ul style="list-style-type: none"> • Natural consequences, for example, work to be completed, pick up items that have been thrown etc. • Monitor the child and provide strategies/support. • Supportive interventions may be put in place. • Consider withdrawal from class. <p>This is managed by classroom-based staff the SENCO and the Behaviour Lead</p>
Red Behaviour	<ul style="list-style-type: none"> • Escalated (out of control) behaviour. • Regular amber behaviours • Persistent, intentional unkindness towards targeted individuals (bullying). • Direct inappropriate language including homophobic and racist language • Intentional physical harm to others including adults. • Absconding. • Theft of significant items. • Having or using a weapon • Serious damage to school property • Fighting 	<p>In this stage, the SENCO and Behaviour lead will understand and manage the behaviour with the help of the class teacher.</p> <ul style="list-style-type: none"> • Trained Team Teach staff may be called on. • Consider specific zones to play in • Reset time with the child to discuss their actions, their next steps and reminder of the school values and expectations. • Meeting with parents/carers, class teacher, and/or Leadership Team. • Consider withdrawal from class- internal isolation. Consider loss of fun activity / visit • Consider loss of responsibility <p>If Red Behaviours continue over time:</p> <ul style="list-style-type: none"> • Pastoral Support Programme may begin. • Consider suspension from school. • Permanent exclusion <p>The Leadership Team will be informed and manage this behaviour.</p>
Blue Behaviour	<p>For any child who has been in the red stage, we will immediately follow the strategies within the blue stage (Toolkit for Regulation) where support is given to settle and regulate the child. We need to be careful and mindful that our actions do not escalate the situation again. Regulating can take some time, so it is extremely important that we invest in effective calming before discussing what happened, as if done too soon, it can become a trigger and escalate the challenging behaviour again.</p>	
<p>Discipline Procedures</p> <ol style="list-style-type: none"> 1. Clear 1st verbal warning (names are not to be put on the board) 2. Child's behaviour is recorded as an amber behaviour on TrackIt Lights. 3. Child's behaviour is recorded as a yellow behaviour on TrackIt Lights, child misses next break (15 minutes). 		

4. Child's behaviour is recorded as a red behaviour on TrackIt Lights, Incident Form filled in – this pulls through to CPOMs. Parents are called or spoken to in person and this is recorded as an action on CPOMs when the incident pulls through from Trackit Lights.
5. Two red behaviour TrackIt Lights within one small term (6-7 weeks) requires teacher/TA to complete Restorative Discussion with child once they are ready to talk. Completed forms should then be uploaded to the CPOMS log.

Behaviour Conference

3 red TrackIt Lights, in first small term, would trigger a behaviour conference – detailed below:

1st small term, the class teacher will lead the conference with parents, teacher and child (where appropriate). They may have support from SLT with this after discussion.

If red behaviours continue, this will trigger a second behaviour conference with the parents, teacher, SLT member and child (where appropriate).

A PSP (Pastoral Support Plan) may be considered at any stage when a child is on red to take into account the behaviours displayed.

Role of staff and volunteers

- To have and show respect for every child
- To view behaviour as a form of communication
- To form positive relationships to enable children to feel secure in school
- To maintain clear boundaries and expectations
- To record incidents on the school's recording system Trackit Lights (collaborated with CPOMS)
- To work collaboratively to reinforce the strategies agreed in line with this policy

The class teacher should contact a parent if there are worries about the behaviour of a child and there is a pattern of persistent amber behaviour being displayed. The class teacher should not wait until the behaviour becomes an issue (yellow behaviour). They should discuss their concerns honestly and openly with Parents/Carers and agree a plan of action in private. Such a conversation should be recorded on CPOMS. Class teachers should comment about a child's behaviour in the Annual Academic Report to Parents.

Role of the Headteacher and Leadership Team

It is the responsibility of the Leadership Team to monitor the implementation of the Behaviour and Relationships Policy throughout the school and to report to governors on the effectiveness of the policy.

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious breach of the school expectations. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school has sought advice from the Pupil Reintegration Team and the Local Authority and Chair of Governors has been notified.

Please see Lincolnshire Ladder of Behavioural Intervention.

Role of the Local Governing Body

The Governing Body has the responsibility for reviewing the effectiveness of this policy and for its regular review.

Date of Review: Ongoing.
Formally reviewed: September 2024