

Sutton in Craven Community Primary School

(Statutory Policy)

Approval - can be delegated by the headteacher

Annual review



Relationships & Behaviour Policy

**We are an aspirational place where learners grow.
Our school is kind and happy and we respect and
celebrate the differences in ourselves, our community
and our world.
Our children become responsible, determined and
independent citizens.**

Approved by:	Pupil Outcomes / HT	Date: January 2023
Last reviewed on:	February 2025	
Next review due by:	February 2026	

Relationship & Behaviour Policy – ‘this is how we do it here’.

Ethos

Here at Sutton CP School, we strive to equip all our children with all the skills and knowledge they need to be the very best version of themselves in today's society. This includes supporting all children to understand that wellbeing is key to living a happy and successful life. We aim to give pupils the information they need to make good decisions about their mental health. Our children will grow to work in industries we cannot even imagine as yet and it is a privilege as part of our role to open their eyes to all possibilities that lie ahead, and provide them with a variety of experiences to build their cultural capital, ask questions confidently and make informed choices as part of a wider community. We recognise the level of change that is required in our world today to improve our children's life chances but remain hopeful that through providing many opportunities and exploring the world in the safety of our classrooms, visits, visitors and experiences, that our children will go on to be successful, independent members of our society with happy memories rooted here at Sutton CP.

Rationale

To provide a calm, orderly and friendly school environment in which effective learning can take place, allowing all pupils to realise their full potential - personally, educationally and socially.

Our five pillars of practice are;

- consistent, calm adult behaviour
- first attention for best conduct
- relentless routines
- scripting difficult interventions
- restorative follow ups

1. Aims

To ensure that children's behaviour does not negatively impact our vision for the school:

We are an aspirational place where learners grow.

Our school is kind and happy and we respect and celebrate the differences in ourselves, our community and our world.

Our children become responsible, determined and independent citizens.

2. Approach – this is how we do it here.

We encourage and support our children to follow 3 simple rules:

Ready



Respectful



Safe



These rules are to be followed by all adults and children on our school site.

These rules will be displayed throughout our learning environment and communicated regularly to children.

3. Rewards

1. Classroom Recognition Board

Children who show high effort levels or are seen as being 'Ready Respectful Safe' will have their name added to the daily recognition board in their classrooms. Teachers will decide what they are looking for each day, to ensure all children are able to achieve a recognition.

2.Reward stamps

Children may receive an individual reward stamp for effort or being ready, respectful or safe in Key Stage 2.

Once 50 stamps have been collected, children will receive a bronze award. Children then go on to collect 50 stamps for silver award and a further 50 for gold award. These awards are presented and celebrated in weekly assemblies.

3.Learning Hero Awards

A Learning Hero certificate is awarded in weekly assemblies by the class teachers. There are two certificates awarded, per class, each week plus an additional two certificates from the Headteacher.

4. Postcards Home

Staff can nominate children to receive a 'You have been noticed' postcard home for demonstrating good values and behaviour in school.

5. Visiting other staff

If children have demonstrated high levels of effort in their work, a teacher may choose to send the child with their work to another member of staff for additional recognition. A comment in their book or on their work may be given or a nomination for a postcard home.

4. Sanctions

If children are not following our core rules of 'Ready Respectful Safe'

The following stepped approach will be followed by all staff. All incidents of notable poor behaviour will be logged and monitored electronically using **STAR**.

S - Setting

T - Trigger

A - Action (of the child presenting the unwanted behaviour)

R - Result (the child was looking for)

An action taken by the adult will always be logged for each incident.

Children with SEND will have individual approaches that may be part of their provision map or classroom passport. The SEND may be a reason and help us understand the unwanted behaviour, but will not be accepted as an excuse. A calm and consistent approach to expectations will always be used.

Zones of Regulation

All staff have ZoR support cars to assist in co-regulation and sizing the problem. Wherever possible a restorative approach will be taken to teach the children the skills of conflict resolution in a scaffolded and supported way. The repair component of the stepped approach (see below) will have a high priority to ensure all involved are able to move forward in any disagreement and / or conflict.

Stepped approach

1. **Reminder** - A reminder of the three simple rules delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary.
2. **Caution** - A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Staff will use the phrase 'Think carefully about your next step'.
3. **Last chance** - Speak to the child privately and give them a final opportunity to engage. offer a positive choice to do so and refer to previous examples of good behaviour (see script below for 30 second intervention). A two minute inconvenience will be given at this point. It cannot be removed. An option to work in the HIVE may be considered at this point for children who are becoming dysregulated and require a low sensory environment to support regulation.
4. **Time Out** - Time out might be a short time outside the classroom, side of the playground etc. It is a few minutes for the child to calm, breathe, look from a different perspective and compose themselves.

5. **Repair** - Quick chat to repair the relationship with the child and move forward.

30 second intervention - example

I notice you are...*having trouble getting started / wandering around the classroom*

It was the rule about...*lining up / staying on task*...that you broke

You have chosen to...*catch up with your work at breaktime, move to the back*

Do you remember last week when you...*got a postcard / got a learning hero*

That is who I need to see today...

Thank you for listening. (then give child some 'take up' time)

Non negotiables (immediate consequence)

Deliberate hitting, pushing, hurting of another child or an adult, swearing, stealing, deliberate damaging of property. This may result in a child being 'parked'. This means they are removed to another classroom to complete their work.

Parents will be informed if there are persistent occurrences of poor behaviour or a serious incident. A tailored individual behaviour plan may be implemented.

The SENCO, Deputy Headteacher and Headteacher are informed of all behaviour incidents.

The final sanction could be an internal suspension, fixed term suspension or exclusion. This will be reported to LA and Governors.