



Sutton-on-Sea Community Primary School

Behaviour for Learning Policy

Statement of behaviour principles, values and aims.

- We believe that building good relationships is the key to creating high expectations for all in behaviour for learning.
- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers always set an excellent example to pupils.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour for Learning policy is understood by pupils and staff.
- The policy explains that suspensions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions through restorative practice.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home lives.

Date Approved:

Date of Next Review:

Our Vision

To ensure every child is safe, resilient and achieves their potential by creating an environment in which everyone is challenged and supported to be the best version of themselves.

We believe everyone can achieve.

We celebrate and reward great choices and good work in the following ways

- We congratulate and praise our children.
- We award positions of responsibility to recognise outstanding effort and/or application.
- We award Star of the Week certificates (to celebrate hard work or a specific achievement) in a weekly celebration assembly attended by parents.
- House points are issued within each class to celebrate success academically and for manners and kindness.
- Sutti's reward token tickets are given out for effort and helpfulness and then in a weekly raffle, they choose a gift from the Headteacher's reward trolley.
- Team members send texts and make phone calls home.
- Achievements are shared on social media.



- Display boards throughout the school celebrate good work.
- Termly celebration treats recognise consistent effort.

How we establish high expectations around the school

When dealing with disagreements between children, we will actively intervene in situations where conflict is a likely outcome.

We will...

- Intervene calmly.
- Physically protect any child who may get hurt.
- Remove any contentious objects.
- If practical/necessary, move the children away to a quiet space.
- Briefly remind them about the expectations, so they know what to expect.
- Ask simple questions and listen carefully.
- Let each child have a turn to speak so we can piece together what happened.
- Acknowledge everyone's point of view and feelings.
- Not apportion blame or take sides.
- Find the underlying cause of the incident, briefly summarise it and check that the children agree with the description.
- Ask them for ideas about how to resolve the situation (again, everyone gets a turn).
- Praise them for resolving their conflict.

How we manage classroom behaviour consistently throughout the school

We have a five-step classroom management system which is designed to give children choices. The five stages operate across each day, and **every day is a fresh start**.

There are times when some pupils, despite support, struggle to make positive choices and their behaviour threatens their own learning or that of others.

The Steps for Behaviour and Praise system has been modified to take account of the differing levels of maturity throughout the primary phase.

In an outline,

Children are given frequent and consistent reminders about expected behaviour every lesson. If a child chooses to disrupt learning despite this reminder, then the following sequence of sanctions begins:	
Warning	First personal warning about expected behaviour. A child's name is placed here if the child has been spoken to about a particular behaviour, but it has continued.
Step 1	Step out conversation – the child will have a chat about the behaviour they are displaying outside of the classroom.



Step 2	Step out reflection – the child will have five minutes outside the classroom on their own with a timer to reflect on their behaviour choices. For children in EYFS, the child is given a supervision time of 5 minutes in the thinking area of the classroom. In EYFS, supervision time needs to be instant for there to be a working understanding for the child. Following this, the child would then be expected to tell the adult why time was given in a developmentally appropriate way.
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Step 3	Partner class– children will leave the room with a member of the team, for approximately 20 minutes, with work to complete in a different area of the school. For children in EYFS: The child will be spoken to by a member of the senior leadership team (SLT) followed by an immediate supervision time of 5 minutes and parents will be informed at the end of the day.
Step 4	Phone call home – If after all the above, a child is still not following the school rules, they will, with an adult, make a phone call home and it will be the child that speaks to explain what behaviours have led to this point. For children in EYFS: Escalation beyond a Step 4 for children in EYFS would be managed on an individual basis taking account of the age and development of the child.
Step 5	Headteacher – Children will be taken to the Head or Deputy if they reach this stage after their phone call home. The Head will decide, dependant on the behaviour that has led to this stage, what the consequence will be.
Serious Incident	When all interventions have failed to improve behaviour (or a child's behaviour has resulted in a child or adult getting hurt, threatening to be hurt or the child is completely refusing to follow instructions) the child will be issued with a suspension.

We avoid the use of fixed-term suspensions whenever possible. Where a child is at risk of being suspended for consistently refusing to complete work to a satisfactory standard (including quantity), then a personalised support plan will be created. Parents may wish to discuss the implementation but cannot overrule the decision made by the school.

How we record behaviour choices during break times

An allocated member of the team will take an iPad out with them at break and lunch times and at events to record on the tracking sheets, so all staff are aware of the children's behaviour throughout the day.

How we run Pastoral Spotlight Meetings

'Expectations for Behaviour and Praise' works in conjunction with the inclusion tracker: a progressive system of structured intervention designed to address underlying causes of poor behaviour and disengagement wherever possible.



The aim of the Pastoral Spotlight meeting is to ensure that all vulnerable children are rigorously monitored, and health, safety and welfare standards are met. A vulnerable child is the most at-risk child in the school: they are most likely to require intensive support to overcome significant barriers to learning and/or welfare and safeguarding issues. Regular review and identification of vulnerable children will allow swift action and intervention, when the risk of underachievement is identified, and will ensure barriers to learning can be restricted or removed so that these children are not left behind. One of the focuses of a Pastoral Spotlight meeting is to ensure a vulnerable child's outcomes are at the requisite level to create a platform for positive progression.

Pastoral Spotlight meetings are held at the beginning of TDMs fortnightly. The SLT has an overview of the progress of these children with feedback from the Pastoral Spotlight meeting. Information shared includes newly identified vulnerable children who have been added to the inclusion tracker and school summary information.

Children's behaviour expectations

In the classroom...

- I respond immediately to adults, including hands up.
- I put my hand up when I want to share my ideas.
- I show respect for others' and school's property.
- I work my hardest in all lessons.
- I stay in my seat with four chair legs on the floor.

When I'm outdoors...

- I respond immediately to adults, including hands up.
- I keep my hands and feet to myself.
- I show respect to others.
- I line up quickly, quietly and sensibly when asked.

It is hoped that this would be sufficient and that further reminders/sanctions will not be required. After one general reminder, children whose behaviour falls short of expectations should be dealt with using the Steps for Behaviour system.

How we make reasonable adjustments

A reasonable adjustment is different from lowering expectations; it means that some children need additional support to ensure that they meet the high expectations required of all students.

The [Equality Act 2010](#) makes reasonable adjustments for pupils with special educational needs and disabilities where it is deemed appropriate.

For a minority of children (must be agreed by SLT), who find managing their behaviour difficult, we have a personalised behaviour plan. Used for short periods of time, this can help children learn to manage their behaviour until they are able to transfer back on to the whole school behaviour system.

A child's behaviour risk assessment should be considered where a student's conduct poses a demonstrable and ongoing risk to the health, safety and wellbeing of other



members of the school community, and where implementation of the Behaviour for Learning Policy so far appears to have had little, or no, remedial effect.

Appendix A: Reducing Risk Assessment.

How we reintegrate a child following a suspension

Parents of any child in receipt of a suspension must be invited to a reintegration meeting before the child returns to class.

The purpose of the reintegration meeting is to ensure that the child, and the parents, realise the circumstances leading up to the suspension and how the child, by his/her behaviour, chooses to be suspended from the school. The responsibility for behaviour is placed firmly with the child. Discussion also focuses upon appropriate behaviours and attitudes. The child is told that inappropriate behaviour will not be accepted and that he/she chooses, in the behaviour presented, whether he/she stays in class or the school. To increase the chances of a child being successful on their return, all parties will clearly identify their roles in supporting the child moving forward. It is also made clear that parents and teachers wish the child to be part of the school family. On completion of the reintegration meeting, the child is taken and settled into class by the person who has conducted the meeting.

Appendix B: Reintegration Plan.

Fixed-term suspension and permanent exclusion

If a child is at risk of permanent exclusion, this will have already been discussed between the school and the parents.

Good discipline in school is essential to ensure that all children can benefit from the opportunities provided by education.

All decisions to suspend are serious and only taken where the breach of the school rules is serious. The following are examples of behaviours which may lead to suspension or exclusion:

- Extreme behaviour which causes a danger to themselves or others.
- Refusing to hand over items which are not allowed in the school.
- Breaches of health and safety rules.
- Extreme use of offensive language to the team.
- Possession of drugs and/or alcohol related offences.
- Wilful damage to property (e.g. turning tables, ripping displays down, breaking technology).
- Homophobic/racist/sexist bullying.
- Sexual misconduct.
- A severe case of theft.
- Behaviour which calls into question the good name of the school.
- Persistent defiance or disruption.



The headteacher will make the judgement, in exceptional circumstances, when it is appropriate to suspend a child for a first or 'one-off' offence. These offences might include:

- Serious actual physical assault against other children or a member of the team.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Possession of an illegal drug with intent to supply.
- Carrying an offensive weapon.
- Making a malicious, serious, false allegation against a member of the team.
- Potentially placing children, the team, and members of the public in significant danger or at risk of significant harm.
- Use or threat of the use of an offensive weapon or prohibited item.
- Abuse against sexual orientation, gender identity or disability.
- Serious inappropriate use of social media or online technology.
- Repeated or serious misuse of the school computers or other activities that compromise the integrity of the computer network.
- Repeated severe verbal abuse of team.

These examples are not exhaustive but indicate the severity of such offences and the fact that this behaviour can affect the discipline and well-being of the school community. Headteachers have the right to decide where poor behaviour warrants suspension or in the most serious/ persistent cases an exclusion.

How we ensure provision of education for students suspended for a period exceeding 5 'school' days

The school recognises the need to keep suspensions short wherever possible. It is therefore anticipated that in most cases, suspension will not exceed 5 days fixed term. Where it is necessary to suspend a student for a longer period, the school will ensure that provision is offered from the 6th day.

The headteacher has powers of exclusions, which may be used for serious or repeated instances of unacceptable behaviour – Lincolnshire County Council and DfE guidance will be followed in these circumstances. All exclusions will be notified to the chair of governors, to whom parents may make a representation, if desired. LA guidelines will be followed.

If we need to confiscate an item

The school can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Team members should hand the confiscated item to the relevant member of support team as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the child and the team member's name. Team members must not give the confiscated item to another child to hand in and must not leave the item in an unsecure area at any time.



Any item which the team consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of the team immediately.

Items confiscated by the school can be collected by parent/carers except where the school has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters. Children cannot collect any item themselves.

The school's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of the team to confiscate, retain or dispose of children's property as a disciplinary penalty, where reasonable to do so.

The Headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result.

Electronic equipment, jewellery, and other expensive items will be confiscated and held by the school for a period of one year. If, at the end of the year, the item has not been reclaimed, then the school reserves the right to destroy the item.

Where the school finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Headteacher thinks there is a good reason to do so.

Where the school finds other substances, which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so-called 'legal' highs. Where the team suspect a substance may be controlled, they should treat them as controlled drugs as outlined above.

Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Headteacher thinks that there is a good reason to do so.

If a member of the team finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the school carries out its own investigation.

Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found, it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

Where a member of team finds an item which is banned under the school rules, they should consider all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the school carries out its own investigation.

List of prohibited items

- Knife of any length
- Weapons of any description including but not limited to axes, BB guns, air guns, GATT guns, catapults, slings, lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher to be carried with the intention to inflict injury



on another individual – this would include blades removed from pencil sharpeners, etc.

- Alcohol
- Illegal drugs or drug paraphernalia
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images.

This list is illustrative of items that are currently prohibited. Headteachers have absolute discretion to ban any item from school premises.

Use of reasonable force

Please refer to the DfE guidance ['Use of Reasonable Force'](#) and read in conjunction with the Reasonable Force guidance.

All members of school team have a legal power to use reasonable force. This power applies to any member of the team at the school. It can also apply to people whom the Headteacher has temporarily put in charge of children such as unpaid volunteers, cover team or parents/carers accompanying children on an organised visit.

The team should record on CPOMS (under the Positive Handling category) all incidents of restraint in accordance with this guidance and report these incidents to the Headteacher.

Details should include:

- Name of pupils(s)
- Team member(s) involved
- Factors necessitating physical intervention
- The strategies which were employed prior to using physical intervention
- How physical intervention was affected
- Outcome of restraint
- Any other action taken in the management of the incident
- Parents/carers should be contacted as soon as possible and the incident explained to them. This action should also be recorded.

How we tackle bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is...

- Deliberately hurtful
- Repeated, often over a period of time.

Bullying can take many forms including verbal abuse, exclusion from a group, threatening behaviour and physical violence. It is characterised by persistent and repeated incidents where one person targets another. We do not tolerate any form of bullying, whether children to children, adults to children or adults to adults. All incidents are treated seriously and the appropriate actions taken for both the victim and the perpetrator. The role of parents is important in reducing any incidents of bullying and parents should always encourage their children to tell a member of the



team. The school has clear Child on Child abuse guidance and Anti Bullying policy; both documents should be read in conjunction with this policy.

Sexual violence and sexual abuse

Sexual violence and sexual harassment can occur between two children of any age and sex, or it can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. It can take many forms as listed in the child-on-child abuse guidance and KCSIE. Sexual violence and sexual harassment will not be tolerated or dismissed as 'banter.' All unacceptable behaviours that fall within this category will be robustly challenged and dealt with in accordance with the Sutton-on-Sea Behaviour for Learning Policy. In serious incidents, a child may be suspended from the school following appropriate investigations by the Headteacher. All incidents will be logged on CPOMS under the SVSH category and reported to the LAC. The school has Child on Child abuse guidance, a SVSH risk assessment, SVSH procedural flow chart and governor guidance: these should be read in conjunction with this policy.

How we tackle racism

Racism is behaviour which upsets a person by making a connection with a person's ethnic group, skin colour, religious beliefs, language / dialect or cultural background or nationality in a negative way. It can take many forms including verbal abuse, threatening behaviour to the person or their property or exclusion from activities. We intend that all possible racial incidents are followed up immediately to ensure that it is obvious such behaviour is not condoned under any circumstances. It may be dealt with in several ways depending on the seriousness of the incident and the understanding of the children involved. All racist incidents will be logged on CPOMS under the Racism category and reported to the LAC. We oppose all forms of racism by both adults and children.

How we tackle malicious allegations

Where a student makes an accusation against a member of the team and that accusation is shown to have been malicious, the Headteacher will meet with the team, parents and children involved to consider appropriate sanctions. Making false allegations is serious and may lead to a student being suspended or excluded from the school.

Behaviour beyond the school gate

Pupils are encouraged to wear their uniform correctly when travelling to and from the school and must not be involved in behaviour that could adversely affect the reputation of the school.

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the school premises, which pose a threat to a member of the public or a child, to the police as soon as possible.

If a member of the public, school team, parent/carer or children reports criminal behaviour, anti-social behaviour or a serious bullying incident to the school, the Headteacher must be informed. If the Headteacher considers that the misbehaviour is



linked to a child suffering or being likely to suffer significant harm, the school's safeguarding policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on school residential and day trips. The school will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the school site.

How we involve the Police in behavioural incidents

Sutton-on-Sea Community Primary School will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, Sutton-on-Sea Community Primary School will inform the police of any intelligence which may support the police in preventing or tackling criminal activity.

A child and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

We take complaints and allegations very seriously

Should there be any complaint or allegation following an incident, then the school's policy for dealing with complaints and allegations of misconduct will be followed. However, suspension will not be an automatic response when a member of team has been accused of using excessive force.

How we work with Lincolnshire County Council:

Our staff team are committed to using the Lincolnshire Ladder of Behaviour Intervention (LLBI) to address persistent misconduct/negative behaviour. By moving through the steps of the ladder and exhausting all other avenues prior to exclusion (the requirement of Lincolnshire County Council), the school will indeed demonstrate that exclusion is a last resort. Copies of the LLBI are available online at <http://microsites.lincolnshire.gov.uk/children/schools/inclusive-lincolnshire/128704.article>. Any child on the LLBI will have a Pastoral Support Plan used as a tool to monitor and evaluate support and strategies using small achievable targets to measure progress. Some children may have a Behaviour Management Plan incorporating positive handling; this must be agreed with the Headteacher in consultation with the parent/carer. As part of a child's Pastoral Support Plan, we may consider differentiated discipline, and this will be shared with all adults working with them.

Summary of Lincolnshire Ladder of Behavioural Intervention

Pre-Ladder

- EHA completed wherever possible in order to identify any extenuating factors
- TAC opened if felt necessary
- Whole school training on 'Behaviour as a Communication' and/ or relational work/ Restorative Practice to be completed. This needs to have been done in the last 2 years and evidenced with date and training provider (Can be BOSS/ WTT/ Caring2Learn or any other external training provider). How this training has been implemented, and its impact also needs to be recorded.



Step 1

- Screening for underlying causes (an expectation of an assessment to determine at least reading age and speech, language, and communication needs in all cases)
- Use of Inclusion Toolkit
- Use of VSEND
- Ask SALL
- If SEN identified SEND support plan in place
- PSP started
- Behaviour Screening tool used (for e.g. Boxall/ SDQ)
- Engage PRT caseworker if required
- Access to BOSS and WTT universal training
- Whole school de-escalation training to be completed. This needs to have been done in the last 2 years and evidenced with date and training provider (Can be BOSS/ WTT/ Caring2Learn or any other external training provider). How this training has been implemented, and its impact also needs to be recorded.

Step 2

- Anonymised, bookable consultation with BOSS (40 minutes). This can be identified through consultation with PRT case worker in the following cases prior to the 12-week referral process:
- Children moving into Lincolnshire displaying significant needs
- Where a child has entered school through the mid-year admissions process and additional support is required to enable their transition
- Children showing a rapid increase in challenging behaviours
- Where risk of exclusion is felt to be 8+
- Where a PSP has been started but impact is minimal, and it is felt that specialist advice would be useful to inform outcomes
- Revisit Ask SALL if appropriate
- Engage Virtual school if appropriate
- PRT Caseworker involved
- Off Site Direction discussed with PRT
- Access to PRT funding considered for specific support

Step 3

- Referral to BOSS (usually 12 weeks). This can be escalated to an earlier timescale through consultation with PRT and BOSS.
- BIP drawn up by BOSS

Step 4

- Referral to Intervention Panel for consideration for an Intervention Placement at Alternative Provision (Currently available for KS1 and KS2)