Suckley School

Behaviour and Relationships Policy

Responsible Person: H Field

Date Written: October 2020

Last reviewed: October 2025

Review Schedule: Annually

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online
- special educational needs and disability (SEND) code of practice.

This policy complies with our funding agreement and articles of association.

Expectations

At Suckley School we aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring school, whose values are built on mutual trust and respect for all.

We aim to encourage good manners, honesty, respect and tolerance for others. Our school behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and therefore develop to become positive, responsible and increasingly independent members of our school and the wider community.

We reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. The policy is designed to promote good behaviour, rather than merely deter antisocial behaviour. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

We treat all children fairly and apply this behaviour policy consistently when working with all children.

We expect the highest standards from all of the children and from everyone who works within the school. Parents, staff and children all contribute. Success comes when there is mutual respect, trust, openness and honesty between all partners, who must acknowledge the importance of each other's roles.

Roles and Responsibilities

Pupils should:-

- show respect to members of staff and each other, irrespective of their differing abilities, their physical strength or characteristics, their gender, race or age
- behave in an orderly and self-controlled way by demonstrating good behaviour, learning to resolve conflicts by peaceful means, without resorting to physical or verbal abuse
- in class, make it possible for all pupils to learn
- show good manners and respect for all people in school and consideration for others by moving quietly around the school
- treat the school buildings and school property with respect

Parents should:-

- collaborate actively with the school, so that children receive consistent messages about how to behave at home and at school
- support their child in adhering to appropriate behaviour in school
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly

We aim to build a supportive dialogue between the home and school, using appropriate home/school communication, and we will inform parents immediately if we have concerns about their child's welfare or behaviour.

Staff will:-

- implement the behaviour policy consistently
- model positive behaviour

- provide a personalised approach to the specific behavioural needs of particular pupils
- record any ongoing behaviour incidents
- have primary responsibility for pastoral care.

This includes:

1) Giving rewards and sanctions (see section entitled ‘rewards and sanctions’).

2) Watching out for children who are behaving out of character, or may be distressed or upset.

3) Treat any issues when they occur in a caring and sympathetic manner in the hope of achieving a positive outcome.

All relevant concerns MUST be documented and discussed with a member of the Senior Management Team.

The Headteacher:-

- is responsible for reviewing and approving the behaviour policy
- will ensure that the school environment encourages positive behaviour and that staff deal effectively with unacceptable behaviour
- will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently

The Governing Body:-

- is responsible for monitoring this behaviour policy’s effectiveness and holding the headteacher to account for its implementation.

Rewards and Sanctions

All staff encourage and reward good behaviour. Pupils who demonstrate good behaviour will be recognised through verbal praise, public praise, privileges and rewards. These include:

Value Marbles

Our values were chosen by the children and the whole school community. They are:

- Respect
- Honesty
- Determination
- Kindness
- Independence
- Perseverance

Children can be rewarded with a ‘Value Marble’ if they have shown that particular value. They add a marble into the glass jars which are on display in the school hall. We regularly check to see which jar is filling up and which one we need to focus on more closely as a whole school. This will feed into our values assemblies. When a jar is filled each class takes it in turns to choose a whole school reward.

House points

Children are awarded house points for a variety of reasons, and by all staff around school. They can be achieved through hard work, achievement, attitudes, adherence to school values, for lunchtime or playtime behaviours, and for respecting the school rules. The purpose is not only to award the individual but to promote a sense of community and team work.

All children are allocated a house (red, green, blue or yellow) and achieve points for their house. Each week coloured discs are placed in tubes in the hall to show the number of house points each house has achieved

across the school. The winning house captain receives a cup in the celebration assembly each week. The cup has ribbons in the winning colour attached to it and it is put on display for the week.

Good To Be Green

The 'Good to be Green' scheme is an effective way we promote positive behaviour, rewarding those children who consistently behave appropriately, and we use it as a means of being able to track those children who find it harder to meet the school's expected behaviour. Together with our whole school Thrive approach, our 'Good to be Green' system provides the children with an opportunity to 'Stop and Think' about their behaviour and it allows them to work through strategies to regulate themselves.
Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. We have purposefully removed the names of the children on the pockets and replaced them with characters or their own designed pictures to keep the system anonymised. The card says- 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing. If they are still on Green by the end of the day, the child is awarded a House Point.
If, during the day, in lessons, at lunchtimes or at break times, a child has to be warned of inappropriate behaviour after receiving a verbal warning, then a 'Stop and Think!' card will be displayed over the top of the Green card. This gives the child the opportunity to reflect, consider and review their behaviour, with the support of an adult if needed. If a child is already on a 'Stop and Think!' card, and they have to be told again of inappropriate behaviour, then if necessary, the child's 'Stop and Think' card will be moved to the back of the pocket and the 'Red Consequence' card will be displayed. Sanctions (see below) will then be put in place.

The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a tricky day, they can start afresh the following day. (Please see Appendix 3 for further research we have referred to when creating our behaviour system.)

Headteacher's Award

Each week, a pupil from each class will be awarded a Headteacher's Star of the Week certificate for a reason defined by the class teacher. This will be awarded in Fridays Celebration Assembly. Parents are contacted and informed that their child has been chosen as the Star of the week.

Sanctions

Sometimes sanctions will be necessary to address unacceptable behaviour and to maintain a positive learning environment. Sanctions must always be applied fairly and consistently and be appropriate for the circumstances. Sanctions should always focus on the behaviour not the child. Whenever possible, when a child has received a sanction, the adult should endeavour to be as positive as possible. The adult should offer advice and suggestions about ways to solve a problem or to behave properly in future. The safety of the children is paramount in all situations.

Level	Consequences	Other strategy:
1.	Verbal warning, reminder of expectation.	Disapproval of adult (and recommendation as to how to reflect upon the action.)
2.	If behaviour is repeated then they receive a 'Stop and Think Card'	Thrive approach put in place.
3.	If no improvement, then they will receive a red consequence card. There will be a loss of playtime or other desired activity if they are still on this colour at the end of the lesson.	Time out-in different forms allowing for time to calm down and get over anger. This can be used at any stage. An Incident narrative form (Appendix 2) is completed by the child so that they can reflect upon the behaviour.

4.	On the second occasion of receiving a red card in a week the pupil will be seen by a member of the senior management team.	
5.	In the event of a third, or more serious or prolonged disruptive behaviour parents/carers will be contacted and be invited into school to discuss the way in which home and school can work together to help the child.	
6.	Internal exclusion/isolation	Parents will be informed and outside agencies may be contacted.
7.	Suspension	
8.	Permanent exclusion	

In the event of a child being involved in an incident that the school deems as serious, the child would automatically move to a higher, more appropriate stage on the sanctions grid.

Very occasionally disruptive and defiant behaviour might occur – a level of behaviour that might disrupt the education of others or put staff and pupils at risk. When normal classroom behaviour management is not working and behaviour or refusal continues the following may occur:

Three warning system to be applied consistently:

1) E.g. John, you now need to go and sit on the carpet and listen.

   (1st warning)

2) E.g. John, you need to sit on the carpet or you will be asked to leave the classroom.

   (2nd warning)

3) E.g. John, you now need to sit on the carpet and listen or myself or the Headteacher (Another member of staff if Headteacher away) will be called and you will be removed from the classroom (3rd warning)

Staff who are Thrive trained are key to this process and will work with the child, once calmed, to regulate the child, and to teach strategies to avoid repeated incidents.

Restraint of Children

All members of staff are authorised to use restraint where appropriate to prevent a pupil from causing disorder, hurting themselves/others or damaging property. This would only ever be used as a last resort and must be used in a way that maintains the safety and dignity of all concerned. It will never be used as a punishment. All staff are positively encouraged to use de-escalation techniques first. If a situation cannot be resolved or things change and the situation allows, where possible staff will ALWAYS call a senior member of staff for assistance before resorting to restraint. Whatever course of action is taken, we will ensure that it does not put a child or children at risk or members of staff in a vulnerable position. The school will refer to 'Use of reasonable force Advice for headteachers, staff and governing bodies'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Monitoring Arrangements

This behaviour policy will be reviewed by the headteacher and approved by the curriculum committee every year.

Appendix 1:

Good To Be Green System





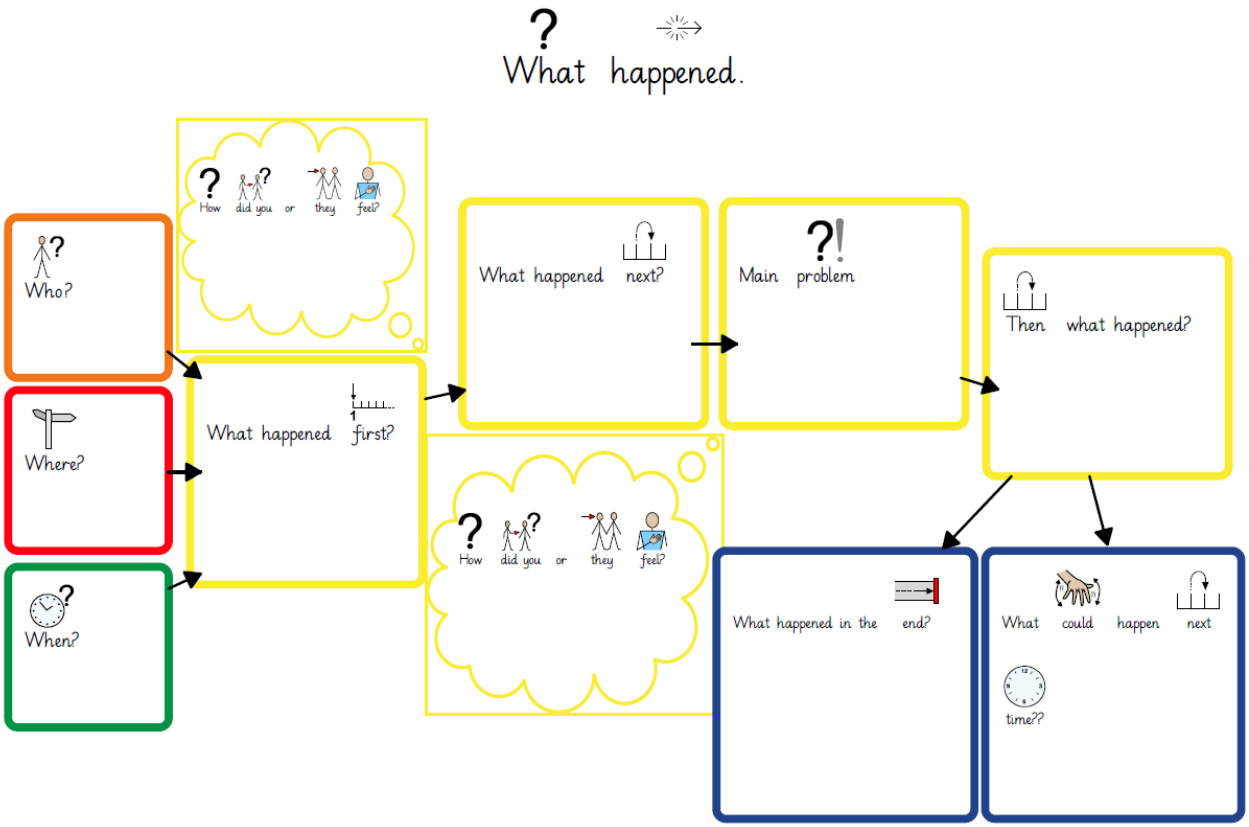




It's Good To Be Green Card I am calm, co-operative, content and able to learn.	1. Positive feelings of knowing I am doing the right thing 2. Rewarded with praise 3. Rewarded with House Points
Stop 'n' Think Card I need to stop what I am doing I need to calm myself down and listen to the adult who is supporting me. I need to change my behaviour.	1. Have time to calm down, reflect and make the right choice 2. Speak to an adult about how I am feeling
Consequence Card I am still not showing appropriate behaviour. I feel out of control. I am stopping others from learning. I am showing signs of aggression I am not doing as I am told. I am not telling the truth.	1. Lose playtime/activity and write a consequences sheet 2. See Mrs Field or Miss Rogers 3. Your parents will be asked to meet with you and Mrs Field or Miss Rogers.

Appendix 2:

Incident Narrative Sheet



Appendix 3:

Research using Trauma Informed Approach to behaviours in the classroom which we use to support us in our behaviour system.

https://gobbelcounseling.files.wordpress.com/2015/04/a-trauma-informed-approach-to-behaviors-in-the-classroom.pdf