



Behaviour

SOS
SECRETS OF SUCCESS

- We carry out adults' requests
- We move around school calmly and quietly
- We respect everyone's personal space through our actions and words

A Guide for Parents

At Surfleet Primary School, we:

- seek to maintain a friendly, welcoming and caring atmosphere
- believe that each child should be equally valued, and made to feel safe and secure
- wish to provide a positive learning environment where all children can reach their full potential
- regard the role of parents and teachers to be that of a partnership

Consequently we have three rules for the whole school which are non-negotiable. They are called our Secrets of Success:

- We carry out adults' requests
- We move around school calmly and quietly
- We respect everyone's personal space through our actions and words

Code of Conduct

In order to learn, we need to feel safe and secure. By fostering honesty, courtesy and consideration, we wish to develop in our pupils' respect for themselves and others.

We wish to build good relationships in order to establish confidence and trust. We place an emphasis on co-operation and caring for each other, and value strong relationships between pupils, staff and parents.

We want our pupils to develop into individuals who are fair, trustworthy, tolerant, and who have respect for their environment and others.

We want our pupils to recognise the importance of self-discipline, self-reliance and adaptability, and we encourage these qualities by recognising and promoting them through all aspects of school life.

PLAY / LUNCH TIMES

Promoting Good Behaviour & Positive Attitude to Play

The children are encouraged to play responsibly, using the apparatus and playground games with care and consideration for others.

Dealing with misbehaviour

Foundation Stage & Key Stage 1

- A verbal warning is given
- A child is given 'time out' for 5 minutes
- Should this behaviour continue then the appropriate teacher is informed.

Key Stage 2

At Lunchtime

- A verbal warning is given
- For the first incident of inappropriate behaviour, a child is given a verbal warning and a reminder of acceptable behaviour.
- Should this behaviour continue then the child is asked to go to the 'time out stop, for 5 minutes to cool down.
- Should this behaviour continue then the appropriate teacher is informed.

available time. The Headteacher may formally exclude a pupil for a fixed short-term or permanently, due to serious inappropriate or unacceptable behaviour which contravenes our policies.

Bullying and Racial or Sexual Discrimination

At Surfleet Primary School any bullying or harassment is unacceptable. According to the seriousness of the misbehaviour, it will be dealt with by either the Head of School or Executive Headteacher. In any case, parents will be informed and the Local Authority informed.

We regard any bullying or harassment as serious misbehaviour.

A one-off incident is not bullying. Bullying is when a child is persistently threatened or abused by an identified child or group of children, over a period of time.

Parents with any serious concerns, in particular any incidents of bullying, or harassment should be brought to the attention of the class teacher, via the school office. The office will also inform the Head of School and/or the Executive Headteacher as soon as possible.

Helping the Individual Child

There may be cases when an individual pupil has difficulties in his/her behaviour, and in coping with the many expectations of school. Certain behaviour patterns may highlight special educational needs and inform an Individual Behaviour Plan (IBP).

Parents will be informed at the earliest stages and will be involved in devising planned programmes of support for the pupil.

Outside support agencies may be used. We aim to be sensitive to the needs of the individual pupil, whilst bearing in mind that the behaviour difficulties should not prevent other pupils from learning or feeling safe.

Promoting Good Behaviour & Positive Attitude to Work

We believe in recognising and encouraging positive behaviour. Teaching teams have their ways of managing this, which include.

Whole School

- Sharing work with friends, the teaching assistant, another teacher or class
- Work displayed
- Verbal Praise
- Stickers
- In each class a smiley face chart is displayed. Each child has their own strip of colour coded faces. The green smiley faces have rewards attached to them the yellow, red and blue faces have sanctions attached to them. These are listed below as 1-5.



Children have the opportunity throughout the day to earn their faces back if they stick to the SOS or class rules.

Dealing with Misbehaviour—Smiley face chart

We believe that consistency of responses and approach to misbehaviour is essential within the school.

The class teacher will deal with most instances using a variety of strategies, supported by teaching assistants according to the type and/or frequency of the misbehaviour. Teachers base their approach upon the following series of responses to inappropriate behaviour:

Foundation Stage (Reception)/Key Stage One

- 1 A gentle reminder, calm request, of expectations
- 2 A verbal warning
- 3 Three minutes on the 'time out' mat, using a set of timers
- 4 Ten minutes off the next playtime
- 5 Child sent to another class. If necessary, the teacher puts a note in the home school link book or speaks to the parent after school.

Key Stage 2 (Years 3-6)

1. A reminder of expectations, with a calm request
2. A verbal warning
3. A time-out session, through loss of next playtime (15 minutes if lunchtime)
4. A further time-out session, the child will be placed in another class for 10 minutes.
5. If an individual persistently breaks the class and/or the SOS rules during the course of a day or over a week, then sanctions may include:
Meeting with Head of school/Executive head
Parents contacted to discuss behaviour

Children with excellent behaviour each week (no loss of smiley faces) are eligible to be rewarded in Friday assembly with a certificate. Expected standards of good behaviour are continuously recognised by verbal praise and House points.

House Points

Every child in the school is assigned to one of 3 houses. There is a score chart in the school hall. All children throughout the school are allocated a place in either Ash House, Hazel House and Oak House. The pupils collect house points for good work or behaviour around school.

House points can be awarded by any member of staff in school to any child, this may be for excellent behaviour in assembly, supporting another pupil at playtime or simply holding a door open for an adult or other similar examples. House points may also be given in a child's book for excellent work that can then be transferred onto the chart.

Serious Misbehaviour (classified as one serious offence or a series of incidents of misbehaviour)

The Head of school/Executive head will be immediately involved. Parents will be informed and involved as soon as possible and a meeting between the Head of School/Executive Headteacher, parent and child will be arranged.

Definition of serious misbehaviour in our school is:

- * a direct or public refusal to follow an adult's request - record, refer incident to Head of School, who makes a decision about involving the Executive Headteacher
- * verbal abuse to anyone in the school
- * physical abuse against anyone in the school - all incidents to be reported to the Head of school/Executive head immediately. Please see Use of Reasonable Force Policy.
- * continuous disruption of others' learning
- * bullying/harassment/threatening behaviour - see separate policy
- * racial discrimination - see separate policy for this- all incidents have to be reported to the Head of school/Executive head , as they must be recorded
- * sexual discrimination - see 'Bullying Policy'
- * wilful damage of others or school property
- * continued misbehaviour after the Head of School or Executive Headteacher has been involved

Sanctions for persistent or serious misbehaviour include:

If a pattern of misbehaviour is becoming apparent, then the SENCO must be informed and their advice sought as, details must be logged. Parents need to be contacted as soon as teachers become concerned about patterns of behaviour so that their support can be gained to help modify poor behaviour, prior to parents being involved, the Headteacher must be informed.

A decision may be made, by the SENCO and Headteacher to seek the support of the Behavioural Support Services (Pathways).

At any point, the Headteacher has the option to agree an individual strategy with the parents. The Headteacher may internally (ie in school) exclude a child from class for a part or full day to work in or near the Headteacher's office. A meeting with parent/s will follow at the first