



Sussex Road School
Behaviour Principles

Principles Statement

At Sussex Road Primary School our philosophy is that any *behaviour is a form of communication*. The role of all adults at school is to listen to that communication and strive to meet the needs of every child.

POSITIVE	Children respond best in a positive environment where they feel safe and valued. Our teachers use positive language to encourage the best from all children. Strong role models are identified promoting others to take their lead. Children’s efforts that go above and beyond are praised; adults highlight the process, rather than the product so others understand how to be successful.
PERSONALISED	Every child at Sussex Road is an individual and adults must personalise their approaches around the needs of every child. Every child arrives to school with their own story, their own challenges and their own experiences. It’s vital we develop strong, understanding relationships with our children so our approaches support their context most effectively and sensitively.
CONSISTENT	Consistency starts with the adults at Sussex Road Primary School. For children to show our School Values, the adults must consistently model them. When adults are consistent in their approach, children feel safe, valued and have a sense of fairness and trust.

We use Maslow’s Hierarchy of Need as a starting point to establish what children may need support with if they are presenting as ‘not ready to learn’. The school strives to work with families to ensure the ‘building blocks’ are all in place so children are ‘ready to learn’. Where the school is able to, it provides additional intervention for pupils.

<https://www.simplypsychology.org/maslow.html>

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The Importance of Well-being

We place great importance on ensuring every child's well-being is as high as possible. A range of different approaches are used at Sussex Road Primary School to develop self-esteem, build resilience and ensure every child has a sense of belonging:

- Every child is greeted at the classroom door in the morning where a well-being snapshot is taken and responded to if necessary
- Circle Time is used consistently across all classes, so all children have an opportunity to have their voice heard
- Classrooms have post boxes in which they can leave messages for their class teacher, if they would rather not speak about it
- The school employs a counsellor who works with children who present the need for this support
- Our SEN Assistant provides intervention for children with SEMH additional needs
- DSLs are very proactive in working with external agencies to get support for families when required
- Children have Forest School sessions which are beneficial for mental health
- Enrichment Afternoons provide greater opportunity for learning outdoors, with peers of different ages and in an activity of choice
- A wide range of clubs are provided for children to access before school, at lunchtimes and after school
- At lunchtime, our Restorative Rangers, who know individual's needs well, support children
- An additional teacher is employed to support children in building resilience
- Drawing and Talking sessions are provided for children who would benefit from this input

Rewarding 'Above and Beyond'

Whilst developing an intrinsic desire to do their best, we ensure all children are given recognition for efforts that are 'above and beyond'. When praise is used, we focus on the process a child has used rather than the product they have produced. This allows others to learn how to be successful. The following approaches may be used:

- Praise Text
- House Points
- Lego Bricks
- Stickers
- Verbal Feedback
- Sharing Successes
- Learning Awards

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Consequences

On occasions, children may make choices that require a consequence to support them in their personal and social development. We understand that to be effective, consequences should be as immediate as possible and involve a restorative approach. Children may lose a proportion of their playtime or lunchtime to help them learn from poor choices. In more serious incidents, a child may have an 'internal exclusion'. In some cases, 'time out' is an effective method, giving children to calm down and reflect.

Supporting Additional Needs

As a school, we recognise that whilst this policy will support the development of the majority of our pupils, there will be cases where a more personalised and responsive approach will be required. When this is appropriate, a Behaviour Plan or a Pastoral Support Plan (PSP) will be put in place, ensuring the pupil and those supporting them are aware of the expectations and procedures. The Assistant Headteacher/Inclusion Leader will oversee the implementation and management of a Behaviour Plan or a PSP. Wherever possible, the school will work with external agencies and the advice of other professionals to provide the best possible, inclusive provision.

Very rarely, to ensure the safety of all pupils, fixed term or permanent exclusions may be used. Sussex Road Primary School works very closely with the Local Authority to avoid this wherever possible. If a child's behaviour is presenting as extreme, the school encourages families to consider a temporary Reduced Timetable. Sussex Road Primary School follows the guidance within 'Exclusion from maintained schools, academies and pupil referral units in England', DFE 2017.

On very rare occasions, when extreme misconduct is displayed by a pupil who is placing themselves or others at risk, all adults at Sussex Road Primary School have the right to use 'reasonable force', in line with the Department for Education's 'Use of Reasonable Force, 2013' publication.

Covid 19 Behaviour expectations

During the period of the Coronavirus pandemic, we will have additional expectations relating to health and safety within school. This is to ensure the safety of all members of our school community.

These expectations will fall under two areas

Health and Safety

All pupils to follow the guidance on regular hand washing, following the one-way system, use of personal equipment, maintaining social distancing, using the 'catch it, kill it, bin it' approach and staying within the year group bubble.

Behaviours for learning

All staff understand there will be a period of time whilst pupils settle into new routines, however expectations for learning behaviours will be made clear from the outset. All pupils will be expected to participate in class learning and to strive to achieve to their best. During any Pandemic restrictions rewards and sanctions will continue as previously, although there may be minor changes to some procedures. At Sussex Road School we have well embedded expectations for learning behaviours which focus on Resourcefulness, Reflectiveness, Resilience and Reciprocity.

The values at Sussex Road are Responsible, Respectful and Ready. Staff will always refer to these values in discussions with pupils about our expectations for behaviour.

Staff acknowledge that the significant period of time away from school may mean that some children will need additional support to meet their social and emotional needs. Our policy at Sussex Road is always to place the importance of each child's well-being at the heart of what we do. Where children are identified as needing additional support, this will be provided after full discussion with the child and their families.

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Sussex Road Primary School
Record of Positive Handling

Pupil		Staff member		Date	
Location		Witness		Time	
Summary of the Incident					
The summary should be objective and factual, outlining how the incident began and progressed; the summary should record the actions of the pupil and the de-escalation strategies used; positive handling details should be recorded – what handling was used and for how long.					
Reason for Positive Handling					
	Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others		Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground		
	Remove disruptive pupil from the classroom where they have refused to follow an instruction to do so		Restrain a pupil at risk of harming themselves through physical outbursts		
			Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit		
Summary of Impact on Others					
Pupil Response to Incident					

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As standard practice, the school will always reflect on the incident and make any necessary amendments to approaches in order to minimize the need for further positive handling. The school is fully committed to making reasonable adjustments for pupils with SEN/D and will always act in the best interests of every member of the school community

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