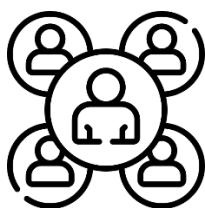




Sussex Road Primary School Behaviour Policy




This policy has been written in accordance with the EEF's 'Improving Behaviour in Schools' Summary of Recommendations (2001) and the DFE's 'Behaviour in Schools' (2022).



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. We understand that strong relationships are pivotal in children showing effective learning behaviours.

READY - RESPECTFUL - RESPONSIBLE

We expect children to show our three School Values: to be ready for learning, to show respect towards others and our environment and to take responsibility. Our Behaviour Policy ensures adults and the school environment support children in showing our Values appropriately for their stage of development. Our approach aims to be positive, personalised and consistent:

 POSITIVE	<p>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.</p>
 PERSONALISED	<p>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.</p>
 CONSISTENT	<p>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.</p>

Written June 2023	Ratified HT	Review 1 Year
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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. The school's Behaviour Policy is aligned with the Safeguarding Policy to ensure the safety of all pupils. 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 provides a range of SEMH support for pupils;
- DSLs are very proactive in working with external agencies to access support for families when required;
- Children have Forest School sessions which are beneficial for mental health;
- A wide range of clubs are provided for children to access before school, at lunchtimes and after school.

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 (VALUES)
- Lego Bricks (LEARNING BEHAVIOURS)
- Verbal Feedback
- Learning Awards – linked to Learning Behaviours

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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. CPOMS will be used to record behaviour that requires monitoring, including child on child abuse.

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. If persistent challenging behaviour cannot be supported through the Mainstream Core Standards, a Behaviour Plan will be drawn up in consultation with parents and Senior Leaders, outlining suitable reasonable adjustments.

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 suspensions 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 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England', DFE 2022. When a child is presenting behaviour that puts them at risk of suspension or exclusion, an Inclusion Support Plan will be put in place.

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. Senior Leaders will ensure a risk assessment is in place for a pupil who presents behaviour that may put themselves or others at risk. Parents will be notified if 'reasonable force' has been used by staff unless there is a regular requirement which is outlined on a child's risk assessment, which will have been agreed by parents.

Senior Leaders strive to continually reflect on the latest best practice research to ensure the school's Behaviour Policy support all pupils in being as successful as possible. Professional Development for all staff is supported with the EEF 'Improving Behaviour in Schools' Summary of Recommendations (2021) and resources from <https://www.annafreud.org/>

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June 2023	HT	1 Year