



# **SOWE VALLEY PRIMARY SCHOOL**

Behaviour for Learning Policy

Date; September 2024  
Review; September 2025

## Sowe Valley Primary School Behaviour Policy

Our Behaviour for Learning Policy is designed to ensure that all young people at Sowe Valley Primary School have the opportunity to learn, achieve and be successful. Sowe Valley Primary School is a place where students and staff work together in a calm, caring and respectful way to achieve our dreams and goals. We value every person and each one of us has a responsibility for the physical and emotional well being of everyone else.

As a school the emphasis is on promoting positive behaviour through rewards. Staff use a variety of methods to reward positive behaviour. Rewards may consist of; dojo points, verbal praise, encouragement stickers, stars, marbles, badges and certificates, 'star pupil' awards etc. In addition to this 'Good to be Green' is a whole school approach towards behaviour management. Each child begins with a Green card which can be moved to Orange and finally Red, where the child receives a consequence for their behaviour. Every morning and afternoon session provides a new start on Green for every child.

### 1.1 Principles

The purpose of this document is to recognise the reasons for maintaining good standards of behaviour throughout the school so as to:-

- Help teachers teach effectively
- Help pupils learn effectively
- Ensure the happiness and safety of pupils
- Be recognised as an effective and caring school.

To do this we need:-

- Children, teachers and parents to be clear about what good behaviour is
- To work with parents to support children
- To be consistent with rewards and sanctions
- To recognise that the effective responsibility for maintaining this policy is the responsibility of everybody in the school
- To develop systems of management based on recognising and applauding positive behaviour.

### 2.0 Sowe Valley School Code of Conduct

- We always try our hardest.
- We show respect for the people around us.
- We think about others and are part of the team.
- We help and encourage each other.
- We work hard.
- We are friendly, polite and well mannered
- We look after our school and all the people in it.

### 2.1 Using the Code of Conduct

- Each class will display the Code of Conduct (Appendix 4)
- The Code of Conduct will be used as the basis for a set of rules discussed and agreed with each class. (see Notes for Guidance Appendix 1)
- The Code of Conduct will be shared with parents.
- The code will be displayed in appropriate places within the school.
- The code of conduct will be revisited each term during assemblies.

## 2.2 Our 7 R's of learning

We encourage our children to be:

- Risk takers
- Resilient
- Responsible
- Reflective
- Ready
- Resourceful
- Relating

## 3.0 School Systems and Routines

### Examples of Rewards

- Star of the week
- Dojos
- Praise notes home
- 'Goodie tin' in classroom for children who are always on green or have a week of green
- Stickers
- Pupil of the Half term
- Privilege cards

### Golden Time Activities 2.30 – 3.00 Fridays (For the majority of the school)

Every week children who have stayed on green for the appropriate amount of time will be entitled to join in Golden Time. There will be a mixture of different activities each week with examples below.

Seasonal sporting event in hall or outside depending on weather  
Art activity  
I.T. activity  
Music or board games  
Cookery  
Play equipment  
Craft

Children who have to miss out on Golden Time will work with the Head or Deputy in a classroom away from the rest of the children taking part in Golden Time.

### EYFS

Children who have behaved well during the day may be rewarded with:

- Movement up the beanstalk
- Stickers
- Positive praise
- Dip in the 'Goodie Tin'

We aim for the children to take responsibility for their actions. The children are given several opportunities to make the right choices.

Children may be given a 2 minute time out in the room, if they make the wrong choice. If behaviours continue, parents will be contacted and advice from external agencies may be requested.

## Good to be Green

Sowe Valley adopts the 'Good to be Green' behaviour management system. It was designed and tailored by all members of staff and is reviewed every year.

### Key Points

- Every child starts on green each morning and afternoon.
- At Sowe Valley we aim for the children to take responsibility for their actions. The children are given several opportunities to make the right choices and modify their behaviour as set out in the table below before sanctions are introduced.

<b>Level</b>	<b>Action</b>
1	Verbal warnings
2	Time out in own classroom
3	Timeout in another class for 5 minutes <i>-KS1 children to Year 6 and KS2 children to Year 2</i>
4 Orange card	Timeout in another class for 20 minutes <i>-Children should bring work with them to complete</i> <i>-KS1 children to Year 6 and KS2 children to Year 2</i>
5 Red card	Lose proportion of lunchtime. KS1 & KS2 children stay in either before or after their dinner for about 20 minutes. Any red card issued will be written in Behaviour Log and parents will be contacted.
6	If negative behaviour persists and children are on a red they should be sent to Head or Deputy. Parents will be contacted.

(Can give informal warnings first; can go straight to a warning or a consequence card depending on nature of action.)

- Children who have behaved well during the day could be in line for a privilege card. Two will be given per class, at the end of each day. Children who have a privilege card will be amongst the first in their class to choose a Golden Time activity that week.
- Two red cards in a week equals no golden time.
- Where children have specific behaviour management difficulties an individual education plan may be set up that is separate from the Good to be Green system.
- Double red cards will only be given out by the Headteacher.

### Recording

- Throughout the day each class will record on dojo where the children are on the Good to be Green chart.
  - Green – leave blank
  - Privilege – P
  - Orange – O
  - Red – R
- If a child is sent for Time Out this will be recorded by the receiving teacher.
- Behaviour logs are set up by the headteacher and are then shared with parents.
- If a child receives a red card this will be recorded and shared with parents.
- Staff will support each other in maintaining agreed policy
- Staff should respond to all problematic incidents. Children should be asked to identify the rules they have broken so they are clear about what it is they have done wrong.
- Attempts should be made to put things right. (e.g. by writing letters or apologising in person).
- Regular opportunities should be made to discuss behaviour-related issues in class during PHSE/ Circle Time sessions.

- Time out books are located in Year 2 and Year 6 for children to record their time outs.

It is important to note that children with an Individual Education Plan for behaviour may have individual behaviour management strategies in place. These should be discussed with the SENCO/HT and parents.

If children are being continually placed on red the following extra strategies may be put in place:

The above strategies will be reviewed. Advice from the school SENDCo will be sought. The school SENDCo may involve external agencies. The involvement of the Educational Psychologist may be sought. Advice from external agencies will be put in place. Contact with parents will continue.

### Final stage

The Educational Psychologist may become involved after consultation with the parents. The consequence of this is varied but can include extra adult help, in school exclusions, out of school exclusions or movement to another type of schooling.

## 4.0 The Role of the Parent

- To support the school in maintaining the Code of Conduct.
- To inform the teacher/Head in changes of circumstances that might affect a child's behaviour.
- When concerned about a child's behaviour to see the teacher at 3.30 pm or to make an appointment to see the Head (Sowe Valley has an Open Door policy).

## 5.0 The Role of Support Staff (Teaching Assistants)

Support staff need to adhere to the principles and guidelines within the policy. If a child behaves inappropriately when in a group supervised by an TA, they will employ the same strategies as a teacher i.e. reprimand, move child etc. If a child repeatedly disrupts work supervised by an TA then the TA should send the child back to class.

## 6.0 Exclusion

As a last resort, when all other strategies have been employed, the Headteacher has the power to exclude a child from school either for a fixed term or permanently.

The school is committed to a policy of inclusion but accepts that if relationships break down between home and school, or if behaviour is damaging the effectiveness of teaching and learning, then exclusions will be considered.

Children can be excluded from school on a temporary or permanent basis in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## 7.0 Team Teach

Staff at Sowe Valley receive Team Teach training. This approach may be used in challenging situations where a child is in danger of hurting themselves or others or disrupting learning and where de-escalation techniques have not proven successful. A Team Teach form should be filled in after each incident and parents need to be informed. If this type of behaviour continues, a moving and handling plan may be set up.

## 8.0 Anti-Bullying Policy

Bullying is not acceptable in our school.

Bullying is when a child or children picks on an individual systematically and frequently.

It is....

**Physical Abuse** – pushing, punching and hitting.

**Verbal Abuse** – name calling, teasing or belittling.

**Making threats** – gangs.

**Taking possessions** – stealing, hiding things.

Bullying is not having the occasional falling out, quarrel or fight with others.

### 8.1 Bullying Policy Procedure

- Please refer to the Anti-Bullying Policy
- Any incident involving bullying will be investigated and dealt with. A Bullying log will be completed and handed to the Headteacher
- Any incident of serious bullying should be reported to a member of the school senior management team as soon as possible
- Any incidence of bullying should be logged, initially by the class teacher, and if persistent referred to the Headteacher who will keep a record.

### 8.2 The Causes of Bullying

The school recognises the need to protect children who may be members of minority groups or who have social or other difficulties who by virtue of these factors may be prone to being bullied. Bullying can be a manifestation of racism and as such the procedures and policies that apply to bullying also apply to racism.

### 8.3 Dealing with Bullying

The school aims to prevent bullying by:-

- Talking to the children during class time about the Anti-Bullying policy and explaining what it means, for example at Circle time, and in assemblies.
- Encouraging children to talk about bullying and helping them to feel confident in doing so.
- Dealing with incidents fairly and listening to both parties opinions about the situation.
- Ensuring that the children know why bullying is unacceptable by referring to the Code of Conduct and the anti-bullying policy.
- Taking seriously and investigating incidents.
- Recording incidents on a log sheet which is located in the Headteacher's office.
- Where appropriate by informing and involving parents in line with the policy of classroom behaviour management.
- By monitoring playground behaviour.
- By working with DRA's and others to establish a consistent response to situations involving bullying.

### 9.0 Playground Policy

- The school Code of Conduct should guide general expectations of behaviour at playtime.
- Hurting others is not acceptable on our playgrounds.
- Certain children will need extra support at playtime in order to keep the Code of Conduct. These children need to be closely monitored and given appropriate reminders about how to behave.
- Certain children will need more protection than others will at playtime and these will also need to be monitored carefully.

- Where children do not comply with the Code of Conduct time out may be given as an initial consequence.

### 9.1 Playground Procedures

Before school we ask that nobody plays ball games or rides bikes, scooters and segways to avoid parents and young children being injured.

We also ask children not to play on the field or apparatus as these areas are not supervised before or after school.

#### **Times**

- **Morning:** The gate will open at 8.45 and parents/children will walk around to their class and enter through the external door.
- **Playtime:** This starts at 10.40 and ends at 10.55.

When the teacher marks the end playtime/lunchtime, the children are to stand still and stop talking. They then walk in quietly and sensibly when their class name is called out.

**Wet Play Time:** Appropriate activities should be provided by the class teacher to discourage bad behaviour.

**Lunch Time:** The morning session ends at 12.00. The staff on duty mark the end of lunchtime and the children are to stand still and quietly. Class teachers will collect their class to begin lessons promptly at **1.00**.

**End of Day:** The day ends at 3.30pm.

**Cloakrooms:** Children must be supervised in cloakrooms at start of playtime, lunchtime and at the end of school.

### 9.2 Lunchtime Behaviour Management

The management of pupil behaviour during lunchtimes is supervised by the Lunchtime Supervisors and by a duty teacher.

Lunchtime supervisors should adhere to the principles and guide lines as set out in the policy and in the Notes for Guidance in dealing with behaviour problems.

Lunchtime supervisors are asked to be proactive and to divert any situations that may lead to possible behavioural issues quickly. Lunchtime supervisors are asked to be vigilant and to spread out to allow close supervision of all areas. The football pitch should always have a lunchtime supervisor in attendance.

<u>Chances to get it right ...</u>	
<u>Playtime</u>	
<u>1</u>	Verbal warnings
<u>2</u>	5 minutes time out - on wall
<u>3</u>	10 minutes time out - on wall
<u>4</u>	Lunchtime inside with a SLT member
<u>5</u>	Red cards may be issued for high level incidents e.g. fighting, dangerous refusal, directly swearing at someone, racial abuse

### 9.3 Lunchtime Procedure

Lunchtime supervisors should inform a senior leader on duty of any incidents of bad behaviour occurring at lunchtimes. This includes:

1. Verbal abuse
2. Physical abuse
3. Refusal to cooperate

## 4. Bullying

If the incident is considered serious then the supervisor should bring/send the child/children inside and seek assistance from the member of staff on duty.

### 9.4 Lunchtime Supervisors (Guidance)

Lunchtime supervisors should observe and interact with pupils in appropriate ways. These will include:

- Moving around the playgrounds
- Looking and listening and talking with children
- Reminding children to play calmly
- Supporting children who come with a problem
- Praising good behaviour and helpfulness
- Following the lunchtime procedure if an argument develops.

### 10.0 School Uniform

Our school uniform is;

Boys Pale blue/white polo shirt

Royal blue sweatshirt/jumper/cardigan

Grey/black trousers

Girls Pale blue/white polo shirt

Royal blue sweatshirt/jumper/cardigan

Grey or black skirt/ dress/trousers

Blue + white checked/striped dresses may be worn during the Summer months

PE We ask that the children have a white t-shirt and blue/black shorts/tracksuit

Jewellery should not be worn in school except for ear studs and watches. Makeup should not be worn in school.

### 11.0 Child Protection

If an allegation of child abuse is made against an employee the matter will be investigated by the Headteacher and the necessary course of action followed.

### 11.0 Staff Protection

Any member of staff who has been assaulted by a pupil or other in the course of their duties must, straight away, report the incident to the Headteacher, who will apply procedures for reporting assaults on employees.



## Notes for Guidance – Pupils

The following statements provide guidance for pupils in helping them to understand what is expected of them. They could be used as a basis for discussion and to develop class rules.

- Be silent when required
- Hands up to respond in classrooms
- Keep noise levels low so you don't disrupt others
- Help others
- Work sensibly
- Don't mess with things in class
- Don't eat or chew during learning times
- Pack away when told to
- Move quietly around school
- Value the school and things in it
- Ask permission before using things that belong to others
- Try to understand others points of view
- Be honest
- Behaviour should be polite
- Don't hurt people by teasing
- Listen to others
- Keep Calm
- Do as reasonably asked by teachers
- Try to be tidy
- Be punctual

## Notes for Guidance in Dealing with children

- Speak politely
- Model good manners
- Respect time
- Be honest
- Listen
- Keep things calm
- Be well prepared and communicate tasks appropriately
- Be in place to receive pupils
- Allow time to clear away
- Negotiate sensible class routines
- Leave the room tidy
- Be aware of waste (all water is now metered, as is electricity)
- Maintain a well-organised, attractive environment
- Involve children in maintaining a neat and tidy school
- For Health and Safety reasons, teacher should not leave their class unattended. If help is needed, please send for a TA or the headteacher.

### Equality Statement

Sowe Valley Primary School promotes equality of opportunity. We are committed to take a positive stand to ensure all stakeholders have a right to equality of opportunity and achievement regardless of race and ethnicity, faith, belief and religion, disability and access, age, sex, sexual orientation, transexualism, and marital status. Equality of opportunity is related to all areas of the schools work and is a fundamental aspect of the ethos of the school.

<p>Key Stage 1 - this is an example of behaviours and consequences as agreed by staff. It has examples - it is not an exhaustive list</p>
<p><u>Level 1</u> Low level talking during lessons Turning around Distracting others Wasting time in the toilets Fussing repeatedly</p>
<p><u>Consequences</u> Warning</p>
<p><u>Level 2</u> Behaviour that could lead to hurting others e.g. pushing Name calling Spitting Repeated Level 1 behaviour</p>
<p><u>Consequences</u> Amber warning card In class sanctions</p>
<p><u>Level 3</u> Hurting others Causing damage to property Stealing Repeated Level 2 behaviour</p>
<p><u>Consequences</u> Red card Meeting with Assistant Head Privileges removed e.g. playtimes/golden time</p>
<p><u>Level 4</u> Fighting Dangerous refusal to follow instructions Directly swearing at someone Racial abuse Repeated or severe Level 3 behaviour</p>
<p><u>Consequences</u> Referred to senior staff Parents informed Critical incident form completed Report card Privileges removed e.g. playtimes/golden time</p>

Key Stage 2 - this is an example of behaviours and consequences as agreed by staff.  
It has examples - it is not an exhaustive list

Level 1

Teasing	Telling tales
Pushing in	Wasting time
Interrupting	Eating in class
Attention seeking	Being noisy
Spoiling games	Arguing

Consequences

Verbal warning

Level 2

Avoiding work after warnings	Graffiti
Name calling	Hitting
Cheekiness	Rude comments
Answering back	Swearing
Rudeness to staff	Lying
Inappropriate language	
Repeated Level 1 behaviour	

Consequences

Amber warning card  
In class sanctions

Level 3

Vandalism	Vicious kicking
Biting	Physical abuse
Stealing	Bullying
Repeated Level 2 behaviour	Deliberately hurting someone

Consequences

Red card  
Meeting with Deputy Head  
Privileges removed e.g. playtimes/golden time

Level 4

Fighting  
Dangerous refusal to follow instructions  
Directly swearing at someone  
Racial abuse  
Repeated or severe Level 3 behaviour

Consequences

Referred to senior staff  
Parents informed  
Critical incident form completed  
Report card  
Privileges removed e.g. playtimes/golden time



## Sowe Valley Code of Conduct

We show respect for the people around us.

We think about others and are part of the team.

We help and encourage each other.

We work hard and always try our hardest.

We look after our school and the people in it.

We are friendly, polite and well-mannered.

We are proud of our achievements.

