



**Sullivan Primary School**

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## **SULIVAN PRIMARY SCHOOL**

### **BEHAVIOUR POLICY**

**January 2024**

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# **SULIVAN PRIMARY SCHOOL**

## **BEHAVIOUR POLICY**

- 1. Aims of this policy**
- 2. Sullivan School promotes positive behaviour**
- 3. We praise and reward children for regulated behaviour**
- 4. We address dysregulated behaviour**
- 5. We address serious or persistent dysregulated behaviour**
- 6. We expect children to have regulated behaviour in the playground**
- 7. The Role of the Headteacher**
- 8. The Role of Teachers and Support staff**
- 9. The Role of Parents and Carers**



## 1 Aims of this policy

Every member of the Sullivan School community should feel valued and respected. We should all treat each other fairly and well. The main purpose of this behaviour policy is to emphasise the importance of good relationships in helping everyone in the Sullivan community to flourish.

We are a caring community, with values built on mutual trust, kindness and respect for all. The school has a number of simple rules which are set out in this document. This behaviour policy applies to all members of the school - teaching staff, support staff, pupils and parents/carers – as we recognise the importance of working together to promote a safe, happy, learning environment.

The school aims to treat all children fairly, and staff will apply this behaviour policy in a consistent way. An effective behaviour policy, fairly implemented, will help children learn and grow in a secure environment, and to become positive, responsible and increasingly independent members of the school community.

## 2 Sullivan School promotes positive behaviour

### The Golden Rules

There are four golden rules at Sullivan which were generated by the children for everybody. They are displayed in each classroom and around the school. They are revisited with the children at the beginning of each term and at other times when necessary.

#### THE SULLIVAN SCHOOL GOLDEN RULES

- ✓ We are kind and respectful to everyone.
- ✓ We are ready to learn and to do our best.
- ✓ We tell the truth, even when it is hard.
- ✓ We keep ourselves, others and our school safe.

Sullivan expects all children to know, understand and follow the school rules to ensure a safe and positive learning environment.

### Class Promises

Class promises are decided upon by the children within a class group with the help of their teachers and support staff. They are intended to be guidelines for age-appropriate behaviour and expectations that the children and adults wish to see in their classroom. They must be displayed prominently in each classroom.

### Circle Time/PSHE

All classes use Circle Time and PSHE sessions as a tool for promoting positive behaviour. Circle Time and PSHE sessions will be a combination of games and opportunities for children to respond positively to each other in a safe, friendly environment.

### We encourage children to be self-aware

We recognise the link between emotional regulation and behaviour and the impact differing emotions can have throughout the day in a response to events as they occur and the behaviours that are displayed. If we are able to recognise when we are becoming less regulated, we are able to do something about it to feel



better and get ourselves to a better place. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. Therefore, we provide regular opportunities for children to share how they are feeling as a preventive measure for unwanted behaviour. These opportunities are built into the school routine and adults respond to all pupils' attempts to communicate their feelings. We do this by using the Zones of Regulation.

### **Zones of Regulation**

At Sullivan Primary School, we have implemented the Zones of Regulation across the school as a strategy to assist our pupils in developing skills to maintain and improve their mental and social well-being. Adults and children alike, adopt the principles of the Zones on a daily basis and we incorporate these into lessons and daily life.

The Zones of Regulation incorporates Social Thinking concepts and numerous visuals to teach pupils to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.

There are four zones:

- ✓ **Green Zone** – is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
- ✓ **Blue Zone** - is used to describe a low state of alertness. A person may have down feelings such as when one feels sad, tired, sick or bored. **Children are still able to learn, but it is not the most productive zone for learning.**
- ✓ **Yellow Zone** – is used to describe a heightened state of alertness and elevated emotions; however, a person has more control when they are in the Yellow Zone. A person may experience stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone. **Children are still able to learn, but it is not the most productive zone for learning.**
- ✓ **Red Zone** – is used to describe extremely heightened states of alertness and intense emotions. A person may be feeling or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The children learn to identify the emotions they are experiencing and the behaviour that may occur within each zone. They are taught how to regulate themselves using different strategies.

When upset or angry children require time to calm down and manage their emotions before discussion around any unwanted behaviour takes place. Therefore, in every classroom children have access to visuals to share how they are feeling and a range of strategies to support them to manage their behaviour dependent on the zone they are in.

## **3 We praise and reward children for **regulated** behaviour **choices****

The Headteacher actively encourages staff members to send children to her to be praised for regulated behaviour choices, improved attitudes to learning and outstanding achievement.

### **Foundation Stage**

In Foundation Stage:



- ✓ Staff meet daily to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children.
- ✓ Teachers, Early Years Practitioners and other adults support children to manage the problems they encounter and their emotional responses. This can be done by identifying and labelling the emotion and encouraging the use of strategies such as taking deep breaths to calm down or asking an adult for help.
- ✓ During carpet sessions children are reminded about the expectations for behaviour while they are learning, and they are praised for following these expectations.
- ✓ At playtime and free flow sessions the children are reminded about the expectations for behaviour while they are playing, and they are praised for following them.
- ✓ Share positive achievements with parents/carers in person or via Class Dojo.
- ✓ Award Dojo points for positive attitudes and behaviour, reaching learning goals and being kinder than you need to be.
- ✓ Share work with other adults at school.
- ✓ Nominate children to be recognised in Star Assembly each week.

### **Key Stage 1**

In KS1, we:

- ✓ Praise individuals and groups for positive attitudes, achievements and behaviour in all areas of school life.
- ✓ Praise pupils for using effective strategies to manage problems they encounter and their emotional responses, such as taking deep breaths, taking a short break to calm down or asking an adult for help.
- ✓ Give positive feedback, verbal or written, about their work.
- ✓ Display their names on the Sun at the start of each day – a fresh start with an expectation that all children at Sullivan follow the school rules.
- ✓ Display their names on the Rainbow and award a sticker when they are working hard to follow the rules all the time.
- ✓ Display their names on the Shooting Star and send home a Good News certificate when they persistently achieve their learning goals, show exceptional kindness to others, or show exemplary behaviour and attitudes to learning and friendship.
- ✓ Share positive achievements with parents/carers in person or via Class Dojo.
- ✓ Award Dojo points for positive attitudes and behaviour, reaching learning goals and being kinder than you need to be.
- ✓ Share work with other adults at school.
- ✓ Nominate children to have their name in the Golden Book each week for managing their behaviour well, improved attitudes to learning, or outstanding achievement.
- ✓ Award House Points for displaying the current school value.

### **Key Stage 2**

In Years 3, 4, 5 and 6, we:

- ✓ Praise individuals and groups for positive attitudes, achievements and behaviour in all areas of school life.
- ✓ Praise pupils for using effective strategies to manage problems they encounter and their emotional responses, such as taking deep breaths, taking a short break to calm down or asking an adult for help.



- ✓ Give positive feedback, verbal or written, about their work.
- ✓ Award Dojo points for positive attitudes and behaviour, reaching learning goals and being kinder than you need to be.
- ✓ Recognise and celebrate class and individual efforts in reaching Dojo point targets.
- ✓ Share positive achievements with parents/carers in person or via Class Dojo
- ✓ Share work with other adults at school.
- ✓ Nominate children to have their name in the Golden Book each week for managing their behaviour well, improved attitudes to learning, or outstanding achievement.
- ✓ Award House Points for displaying the current school value.

Other specific strategies for rewarding positive behaviour may be used and are based on the needs of the class.

## **4 We address dysregulated behaviour**

We use the Zones of Regulation as the first approach in preventing and addressing unwanted behaviours or dysregulated emotions.

As a staff we recognise that self-reflection is also key to ensuring dysregulated behaviour is addressed in the most appropriate way.

A few children who need more support to regulate their behaviour may have different targets and strategies agreed with the SENDCo, Headteacher or Assistant Headteacher.

### **Foundation Stage**

- ❖ Staff meet daily to discuss children's behaviours, the emotions they experience and agree strategies to be adopted by the whole staff team to meet the needs of the individual children.
- ❖ Adults will observe pupil behaviour, noticing emotional changes that happen. They will provide opportunities for any child to calm down and regulate in the first instance (to avoid children reaching a point of losing control and displaying physical or unwanted behaviours).
- ❖ During carpet sessions children are reminded about the expectations for behaviour. If they do not follow these, they are encouraged to check in with the zones of regulation and use a strategy/tool to support regulate their emotions.
- ❖ If the dysregulated behaviour continues the adult makes a judgement call on whether the child needs support to access the zones of regulation or if the child needs to be removed to another area of the foundation stage.
- ❖ During free flow sessions children are reminded about the expectations for behaviour and encouraged to use the strategies on offer to regulate their emotions. If they do not follow these then they are given a reminder. If the dysregulated behaviour continues they will have a 'play break'.
- ❖ Any aggressive behaviour results in a child being asked to go to a 'safe space' agreed at the time, to support them to regulate and manage their emotions.
- ❖ Once the child has reached a calm state, they are encouraged to reflect on their actions and an appropriate resolution is agreed.
- ❖ Aggressive behaviour incidents are recorded in CPOMS and parents and the senior leadership are notified via CPOMS.
- ❖ Staff will bring any concerns regarding a child's behaviour to the swift attention of parents or carers. An individual behaviour support programme may also be arranged in consultation with SENDCO, Head, Assistant Head and Parents/Carers.



## Key Stage 1 and 2

- ❖ **Step 1-** Adults notice the dysregulated behaviour, help the pupil label their emotion/zone they are in and provide opportunities for them to calm down and regulate. This avoids pupils reaching a point of losing control and displaying physical or unwanted behaviour.
- ❖ **Step 2-** If the dysregulated behaviour continues, the pupil will receive a reminder from the class teacher/adult. The pupil is encouraged to use Zones of Regulation strategies to manage their emotion and adults will support the pupil by giving an example of a positive target on how to make a good choice. *i.e. remember to take your turn when speaking so that everyone has a chance to share.*
- ❖ **Step 3 -** If the dysregulated behaviour continues after the first reminder, the pupil will receive a second reminder to regulate their behaviour or they will be asked to spend some time either during the next playtime or in another class to reflect on their choices. Adults will again suggest the pupil uses the Zones of Regulation strategies to help them regulate their behaviour and give an example of a positive behaviour choice – as in Step 2.
- ❖ **Step 4 –** After two reminders, if the pupil is still unable to regulate their behaviour they have a brain break/reflection time during the next playtime or in another classroom, where they are asked to reflect on their behaviour choices with the class teacher or TA.
- ❖ **Step 5 -** If the dysregulated behaviour continues, the pupil and class teacher meet with the Phase Leader and together they set a behaviour target and self-regulation strategy. This action is logged in CPOMS and parents/carers are informed. The pupil's behaviour is monitored for a number of days, and the effectiveness of the self-regulation strategy is assessed. The class teacher gives feedback to the pupil and the parent/carer on whether or not they have met their behaviour target.
- ❖ **Step 6 -** If the pupil is unable to regulate their behaviour and achieve the behaviour target set the class teacher and pupil meet with the Headteacher or Assistant Head. An appropriate course of support and action is agreed.
- ❖ If the behaviour of the pupil persistently breaches the school's behaviour policy, the school will follow the steps in the **We address serious or persistent dysregulated behaviour** section of this policy.

If a referral is made to an outside support agency, an individual, group or class may receive alternative support than the ones listed above. These will be recorded in a separate Behaviour Plan.

All classrooms have a red SOS card which should be sent to a member of SLT when an adult requires support to help a child manage their behaviour choices in class. This could be because they are the only adult in the classroom and a pupil needs reflection time or a pupil is unable to regulate their behaviour and respond to instructions, which is impacting on the learning in the classroom.

## 5 We address serious or persistent dysregulated behaviour

Our rules, rewards and sanctions work for the majority of children for most of the time, helping them develop good attitudes, make good behaviour for learning choices and keep to acceptable standards of



behaviour. In rare instances, a child may have barriers that make it harder for them to follow our school rules all the time. In such circumstances the class teacher will keep a diary of the persistent or serious dysregulated behaviour as a way to discover what the triggers may be.

**Examples of this sort of behaviour include:**

- ❖ **Physical force:** hitting, pushing with considerable force, scratching, biting, kicking, punching, grabbing
- ❖ **Verbal abuse:** swearing, screaming, rudeness, threatening language, racist, sexist or homophobic remarks, name calling, teasing, shouting
- ❖ **Refusal to follow safety instructions from staff:** walking or running away, hiding or climbing
- ❖ **Non- verbal negative body language**
- ❖ **Persistent or repeated** (three or more incidences within a 10-day period) answering back or not following ordinary instructions from staff

When a child is deemed by staff to be making serious or persistently dysregulated behaviour choices the following procedure is followed.

❖ **Step 1 - Reflection**

**Years 1 to 6** – The child will be sent to do immediate reflection with Headteacher, or the Assistant Headteacher where his/her behaviour is discussed, responsibility taken, and apologies made. Pupils are given time and support to regulate their emotions before the behaviour is discussed so they are able to listen and process information once they have calmed down.

The pupil completes a Reflection Sheet and this is shared with their parents/carers at the end of the day. Parents/carers are asked to support their child to make the right choices as listed on the Reflection Sheet. The incident is logged in CPOMS by the class teacher.

❖ **Step 2 – On Report**

If there have been a number of Reflection sheets completed the pupil may be placed On Report. They will also be monitored in the playground if behaviour is playtime based. Parents will be informed.

When a pupil is placed On Report he/she must follow all of the school rules to meet the On Report target. The class teacher logs positive behaviour by the pupil and the Headteacher reviews progress daily. If positive behaviour is noted for three consecutive days, the pupil is considered no longer to be On Report.

❖ **Step 3 – Individual Behaviour Action Plan**

If pupil does not meet his/her On Report target, parents/ carers are asked to meet with staff to discuss an individual Behaviour Action Plan (BAP) which may involve outside agencies. The BAP will be reviewed at half-termly intervals.

❖ **Step 4 – Fixed-term or permanent exclusion**

Repeated breach of the school's rules or any type of extreme dysregulated behaviour which results in the harm of themselves and/or others may result in a pupil receiving a fixed-term or permanent exclusion.

**Fixed-Term and Permanent Exclusions**

We do not wish to exclude any pupil from the school, but in extreme circumstances, this may be necessary. Therefore, when all reasonable strategies have been tried and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school to consider.





#### **An exclusion will be made if:**

- ❖ A pupil seriously assaults other children or staff.
- ❖ A pupil repeatedly breaches the school rules in a series of incidents.
- ❖ A pupil commits a serious breach of the rules in a single incident.
- ❖ Separate exclusions from playtimes will also be considered if children are repeatedly breaching the Playtime Expectations part of this policy.

#### **Fixed term exclusions**

A fixed-term exclusion consists of a specified amount of time within the school year. This may be a few days or weeks. The amount of time will be decided by the Headteacher or, in her absence, the delegated deputy. The Headteacher may also convert a fixed-term exclusion to a permanent exclusion if the circumstances warrant this. Any decision to convert to permanent exclusion will only be made in consultation with the governors and the LA.

#### **Permanent exclusions**

For repeated or very serious acts of anti-social behaviour, the Headteacher has the right to permanently exclude a pupil. Such action is only taken after very careful consideration.

In all cases of exclusion, the parents/carers are informed immediately and given the reasons for the exclusion. The school governors are also informed. Parents will be informed in writing of their rights and the school's obligations for all exclusions.

## **6 We expect children to have regulated behaviour in the playground**

It is important that all our pupils can have fun, play, make friends and keep safe at playtimes. Adults supervising the playground are responsible for ensuring that children follow the playground rules and expectations and that dysregulated behaviour is supported appropriately to avoid incidents escalating. The adults on duty are responsible for reporting any problems to the class teachers in the first instance.

#### **Sullivan expects everyone to:**

- ✓ Show kindness to others in words, deeds and actions
- ✓ Be respectful toward their own and others' property
- ✓ Follow instructions from adults and when the playtime bell rings to **STOP LOOK LISTEN**

#### **We encourage self-regulation in our playgrounds**

Pupils can access the Zones of Regulation boxes during playtimes. They are encouraged by staff to go to the box and access a tool.

Adults observe and monitor the change in emotional state of students. Adults help children identify their emotion and support them to access coping strategies (available in boxes) before discussing any unwanted behaviours observed.

Positive feedback on use of positive strategies to manage problems is given by adults, e.g. *"You're playing really nicely/ I love that you told your friend that was annoying/ I like that you asked to have a turn next rather than taking the toy etc"*.



## **Foundation Stage**

- ❖ Any concerns are reported to the class teacher and logged in CPOMS by the adults on duty. This log details the incidents, responses and any actions taken.
- ❖ Any incidents logged in CPOMS are shared by staff at the end of the day so that appropriate strategies can be agreed.
- ❖ Persistent concerns or emergent behaviour patterns are monitored by staff at their weekly planning meetings.

## **KS1 and KS2**

- ❖ Expectations for regulated playground behaviour are made very clear to all staff and children.
- ❖ Children are reminded about how to use each playground area and the equipment. Staff on duty support children verbally to regulate their behaviour if it is inappropriate and direct them to the Zones of Regulation boxes if need be.
- ❖ If a child is unable to regulate their behaviour, even after using the use the Zones of Regulation boxes, they will shadow the member of staff for five minutes.
- ❖ After five minutes the adult on duty should assess whether a child's behaviour is regulated enough for them to continue playing independently.
- ❖ If a child is not ready to return to independent play they will sit on a bench or shadow the member of staff for a further 10 minutes (weather dependent).
- ❖ After this time, if a child is still unable to regulate their emotions they will be sent to the Phase Leader so that they can regulate their emotions away from the playground.
- ❖ Once a child has been able to regulate their behaviour, any apology or resolution required will be sought.
- ❖ Any serious incidents such as aggressive behaviour, physical or verbal, will be dealt with by the Headteacher or the Assistant Headteacher.
- ❖ Staff will be made aware if any individual child is being supported to manage their behaviour or are following an individual behaviour plan. Adults on duty will pass on any concerns to the class teacher in the first instance or the Phase Leader and then they are logged on CPOMS.

## **7 The Role of the Headteacher**

- It is the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school by setting standards for behaviour.
- It is the responsibility of the Headteacher to implement this behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- The Headteacher supports all staff in implementing this policy to the highest standards.
- The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism. These are logged on CPOMS.
- The Headteacher has the responsibility for imposing fixed-term exclusions on individual children for serious acts of misbehaviour. The school governors will be notified when this action is taken.
- For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This action is taken only after the school governors have been notified.

## **8 The Role of Teachers and Support staff**

- It is the responsibility of class teachers with the help of support staff to ensure that the school rules are followed in their classes, and that their classes make positive behaviour choices during lesson time.



- All adults in our school have high expectations of classroom and playground behaviour, and they strive to ensure that all children work to the best of their ability and treat each other well.
- All adults are role models for the children and they must treat each child fairly and consistently.
- The teachers treat all children in their classes with respect and understanding.
- Class teachers report regularly to parents and carers about the progress of each child in line with the whole-school policy. However, class teachers may also contact parents to make them aware of repeated low-level unacceptable behaviour choices made by their child, such as calling out or disrupting the class.
- The class teacher logs all incidents of unacceptable behaviour choices in class on CPOMS, in line with this policy. In the first instance, the class teacher will deal with these incidents themselves. However, if the child continues to make unacceptable behaviour choices, the class teacher will seek advice from the Phase Leader, then the Assistant Headteacher and if necessary the Headteacher.
- If there are growing concerns about the behaviour or welfare of a child, the class teacher will refer the matter straight away to the SENDCo and the Headteacher.
- All meetings with parents are logged on CPOMS by the class teacher.
- Support staff provide a positive model of behaviour and ensure high expectations are made explicit to the children. They inform class teachers of any unacceptable behaviour choices.

## 9 The Role of Parents and Carers

- Parents and Carers are invited to sign a Home School Agreement when enrolling their child at the school.
- Parents are expected to adhere to the Home School Agreement and support the actions of the school. This includes any sanctions given by the school for poor behaviour. Any queries regarding sanctions must be addressed firstly to the class teacher, then to the Assistant Headteacher and Headteacher.
- We expect parents and carers to collaborate actively with the school, so that children receive consistent messages about how to behave at school and at home.
- We expect parents and carers to support their child's learning and to cooperate with the school as much as possible.

### MONITORING

This policy will be reviewed every two years.

Reviewer: Leadership team.

Date: January 2024 (edited 2023 version)

Review date: January 2026

## Reflection Sheet

Date \_\_\_\_\_ Time of incident \_\_\_\_\_ Adult assisting with completion of sheet \_\_\_\_\_

Child's name: \_\_\_\_\_

Summary of what happened \_\_\_\_\_

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How big was the problem?

Size of the problem		What to do
5	HUGE	Get an adult NOW!
4	BIG	Get an adult.
3	Medium	Stop! Think! Try to fix it. Ask for help.
2	Small	Think! Fix it yourself.
1	Tiny	Let it go.

Did the size of my reaction match the size of the problem? \_\_\_\_\_

What could I do next time? \_\_\_\_\_

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What do I need to do now? \_\_\_\_\_

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What, if any, is my consequence \_\_\_\_\_

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Student signature \_\_\_\_\_ Adult signature \_\_\_\_\_

Date parents/carers informed \_\_\_\_\_ Logged \_\_\_\_\_

## Diary to Track Triggers for Dysregulation

[illegible]