

**SOPLEY PRIMARY SCHOOL**



# **BEHAVIOUR AT SOPLEY PRIMARY**



**WHERE INDIVIDUALS THRIVE**

# **BEHAVIOUR**

# INTRODUCTION

At SOPLEY Primary School we understand that it is everyone's responsibility to support children in learning how to behave.

We understand that supporting children in developing socially acceptable behaviours is a life skill that will prepare them for the wider world.

We accept that, no matter what a pupils' home environment or expectations may be, we uphold high expectations of all.

We recognise our duty to be inclusive and understand that some pupils may need additional support. Provision for these pupils is built into the Behaviour Policy and Guidelines.

We know that children are more likely to succeed if we have the support of families. Therefore, at all times, we aim to work in partnership.

This booklet is an essential read for all staff.

Any questions should be directed to the Executive Headteacher or Heads of School.

**This policy should be read in conjunction with our Anti-Bullying Policy.**



*Promoting positive behaviour is our collective responsibility.*



# INDEX

Page 4	Statement of Principles
Page 5	Ethos
Page 7	Rights, Respect and Responsibilities
Page 8	Key Social Behaviours
Page 9	British Values
Page 10	Being a Sopley Learner
Page 11	Language
Page 12	Rewards
Page 13	Sanctions
Page 14	Bullying
Page 16	Staff Expectations
Page 17	Expectations
Page 18	Positive Management



## STATEMENT OF PRINCIPLES



At Sopley Primary School, we are extremely proud of the excellent behaviour and hard-working, caring attitudes displayed by our children. We acknowledge that this good behaviour, and the development of personal and social skills, has an enormous impact on children's learning in all areas of the curriculum. We aim to develop self-motivated, self-controlled and responsible children, who have good self-esteem and are respectful of the needs of others.

### OUR POLICY

Our school behaviour policy is underpinned by the following principles:

- Children should develop good behaviours for learning. We believe that the 'Sopley Learner' qualities are a solid foundation for success in learning – at school and into the future.
- Children should be prepared for life as citizens of a modern diverse society – by developing the skills and attitudes which support the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Children have the right to experience a safe, happy and purposeful working environment where considerate behaviour and high expectations are the norm and hard work is rewarded.

**At Sopley  
Primary  
School, we  
are learning  
for life.**

*Love  
Learning  
for Life*

# ETHOS



*These five outcomes are universal ambitions for every child and young person, whatever their background or circumstances.*

*Improving outcomes for all children and young people underpins all of the development and work at Sopley School.*



At Sopley Primary School we believe that it is our duty to prepare children for a life beyond education in which they will be an active participating citizen.

Our approach to behaviour is therefore set firmly on key principles of well-being for young people.

**Staying Safe**—Children’s behaviours will keep them and others safe and they will be empowered through language and behaviours to deal with inappropriate actions e.g. bullying.

**Be Healthy**—Children will understand the impact of negative behaviour on our emotional health and understand that our emotions may affect our behaviours.

**Excellence and Enjoyment**—Children will understand that they have a right to enjoyment and happiness and will understand how their behaviour and that of others can affect this right.

**Economic Well-Being**—We want our children to be employable in the future and will instil the key behaviours of respect which will support them in the workplace in adulthood e.g. timekeeping, respect, manners and appearance.

**Positive Contribution**—As citizens of the future, we want our children to contribute purposefully to the wider society through the promotion of altruistic behaviour.

# ETHOS



The pupils of Sopley Primary have a clear vision for their school.

## OUR SCHOOL

### WRITTEN BY THE CHILDREN OF SOPLEY PRIMARY

*'We want our school to be a safe place where children can be trusted to be sensible, because everyone follows the class charters and the rules for a Happy School. We want everyone to be honest, have good manners and to treat people and possessions with respect.'*

*'We want to be proud of our work and try our best every day, so we do well with our learning. We will keep going when things are challenging and listen carefully to each other. We want to find out interesting and useful things about the world.'*

*'If everyone can do this, we will remember the great time we had at Sopley, with our friends, for the rest of our lives.'*



# Rights, Respect and Responsibilities



The United Nations Convention on the Rights of the Child (UNCRC) is an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rights. The UK signed the convention on 19 April 1990, ratified it on 16 December 1991 and it came into force in the UK on 15 January 1992. When a country ratifies the convention it agrees to do everything it can to implement it.

All of the rights in the convention apply to all children and young people without discrimination.

## Sopley School supports and upholds the **United Nations Rights of the Child.**

**We believe that pupil behaviour towards each other is a key factor in upholding these rights and therefore the following articles form the convention are key to our policy and practice.**

*All children should be protected from violence, abuse and neglect, and governments should protect them.*  
**Article 19**

*Nobody can do anything to your body that you do not want them to do, and grown-ups should protect you.*  
**Article 34**

*No child should be punished in a way that humiliates or hurts them.*  
**Article 37**

*All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously.*  
**Article 12**

*All children have a right to find out things, and say what they think through speaking, writing, drawing etc. unless it breaks the rights of others.*  
**Article 13**

*All children have the right to meet, make friends with, and join clubs with other children.* **Article 15**

*All children have the right to privacy.*  
**Article 16**

*Parents should help children learn what is right and wrong.*  
**Article 14**

*Education should teach children to respect their parents, their own and other cultures.* **Article 29**

*Education should prepare children to live responsibly and peacefully in a free society.* **Article 29**

*All children have the right play, and to join a wide range of activities.*  
**Article 31**

## Key Behaviours/Dispositions

With these key principles in mind, we believe that our focus on the following

### 'Desirable Behaviours'

will support our pupils in leading happy and successful lives in the future.

*Co-operation*

*Reflection*

*Independence*

*Trust*

*Self-control*

*Patience*

*Emotional Intelligence*

*Respect*

*Compassion*

*Tolerance*

*Honesty*

*Integrity*

*Good Manners*

*Altruism*

### Our Rules for a Happy School

*Do be gentle*

*Do be kind and helpful*

*Always work hard*

*Do look after property*

*Do listen to people*

*Always be honest*

*Do walk quietly and sensibly around the school*





## British Values

### Mutual Respect and Tolerance at Sopley

**Our ethos is based on mutual respect and good manners, examples include:**

Adults actively model respect with one another, and with the children, in how we speak and treat one another.

Through our creative curriculum, we promote an awareness of different faiths and we encourage our pupils to recognise and understand these faiths. Our pupils naturally show tolerance for others and have a curiosity to find out and understand cultures and faiths that are different from their own. All staff model a tolerant and accepting attitude.

We use assemblies, School Council and class circle time to raise and discuss issues of bullying and prejudice and reinforce learning during curriculum time.

Adults will challenge views and behaviours which are contrary to British values.

We welcome and encourage opportunities for open discussion.

### The Rule of Law

**We have a positive culture which promotes good behaviour, ensuring children understand the rules and expectations.**

**Class Charters** –At the start of each year, classes discuss class rules and agree a charter to abide by, with the emphasis not only on their rights, but their corresponding responsibilities to achieve these rights.

**PSHE (Personal, Social and Health Education) RRR and Assemblies** –Children learn about the importance of having rules and how these relate to the communities they and their families live in and beyond.

**School Ethos** - By being immersed in the ethos of the school, our children learn about their responsibility to be law abiding citizens.



***This should be read in conjunction with our statement regarding the promotion of British Values.***



# Learning Values

## Being a Sopley Learner

### THE SOPLEY LEARNER

At Sopley Primary School, we uniquely set our children's learning within our 3 key areas which will enable children to be successful in life. These are our 'Sopley Values' which are part of the children's every day life in school.

Although these skills relate broadly to all aspects of children's learning, they specifically relate to behaviour in the following ways.

#### Co-operation

Our school is one in which individuals thrive. However, we are a community and everybody has their place within it. Building positive relationships is an important life skill and this is at the heart of our school. Children are expected to share, learn and play together, considering others and their important place within the Sopley family.

#### Independence

We encourage children to explore, investigate and solve problems, giving them strategies to do so. Children learn to become emotionally resilient, persevering to overcome difficulties and enjoy the challenges that new learning brings.

#### Reflection

We encourage children to strive to understand more both about themselves, others and the world around them. We expect them to try to understand others' points of view, reflecting on their responses in particular situations. Children are reminded that they are responsible for their own behaviour and learning and can always choose how to respond in any given situation.

<i>Reflection</i>	<i>Independence</i>	<i>Co-operation</i>
<i>I can:</i>	<i>I can:</i>	<i>I can:</i>
Reflect on my feelings and how others might feel	Explore, investigate and solve problems	Listen and take turns
Reflect on my behaviour	Sort out what I need	Learn with others
Reflect on what I have done well and what I need to improve	Have a go by myself	Show respect to everybody
Reflect on my own learning	Stick at it and do my best	See when I am wrong and say sorry
I am proud of my achievements	I am proud that I can do it	I am proud of my relationships

# LANGUAGE

## The Language of Rights and Respect

At all times and in all areas of the school, misdemeanours will be dealt with using the language of **rights and respect**.

- You have not shown me respect by....
- You have interfered with .....’s right to learn / to be happy at playtimes
- You have not shown respect for .....’s feelings
- You have not shown respect for the school’s property.

## The Language of Sopley Values

In all areas, children who demonstrate consistent good behaviour will be recognised and rewarded with the language of **our Sopley values**:

- You have shown me that you have reflected on your behaviour by making the right choice and...

Sanctions will also be dealt with using the language of **Sopley values**:

- E.g. On this occasion you did not show us that you are being a good team member. Everyone here has the right to be happy so you need to work on your co-operation skills.

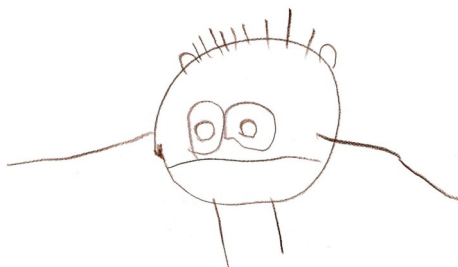
## The Language of Learning

Children's appearance and their demeanour in the classroom will be dealt with using the language of **learning**.

- Could you please tuck your shirt in and **show me that you are ready for learning**.
- Please sit up straight and **show me that you are ready for learning**.

*The following language will be used in all areas of the school, by all staff at all times of the day.*

*This consistency is vital to ensuring that the children feel safe and secure in our expectations of them.*



## REWARDS

The following are a range of rewards that all staff may use to reward positive behaviours of any kind.

**Behaviour Ladder** - Each class has a ladder and every child in the school has a wooden peg with their name on it. This peg starts each day on the 'Ready to Learn' rung of the behaviour ladder. In order to praise good behaviour as it occurs, children's pegs can be moved up the rungs of the ladder up to three times in a day, hopefully reaching the point where a postcard is sent home to parents to inform them of their child's 'Out of This World' learning. Each upward rung is associated with our dojo, or housepoint, system so that 'moving up' is always rewarded.

**Dojos/House Points** —These can be awarded by any member of staff. House captains are responsible for presenting special awards in Celebration Assembly for particular achievements. Collecting dojos, or housepoints, has become extremely important at Sopley since the winning house will be first to choose their 'enhancement activities' every half term!

**Celebration Assemblies**—Staff can nominate children at any time for any reason to receive a special certificate in Celebration Assembly. Parents of children receiving certificates will be invited to join Celebration Assembly. If a child is receiving a certificate, their parents will be informed by e-mail at the end of the day on Thursday.

**Public Praise**—Calling in parents at the end of the day / writing in the home learning book to share 'happy news.' Staff should make a conscious effort to do this twice as much as for 'other reasons.'

Sending **work to the Heads of School** —open door policy for children **even if in meetings** (except meetings with parents).

**Responsibilities**—Children are given special responsibilities as a result of their consistently good behaviour.

**Governors' Tea Party**—Children with outstanding records are invited to a tea party which is held once a term.

**Sopley Cup** - Children with outstanding learning behaviours are recognised and celebrated.

**Sopley Learner Cards** - Children demonstrating the Sopley values are awarded with cards which are then entered for a prize.

**Lunchtime Awards** – Children displaying excellent lunchtime behaviours will be invited to dine at a 'golden table' with a friend during the next week.

**We recognise that if we are to promote a positive culture in school the emphasis must be on pro active use of positive rewards.**

**Staff will use a range of these positive strategies to encourage good behaviour both in and outside of the classroom.**

# SANCTIONS

**1 Warning Only—This school consistently operates a one warning policy. Only one warning will be given and then a sanction will be administered.**

## The Language of Choice

is used when talking about misdemeanours. All children need to be reminded that they have the locus of control and that behaviour is their choice. To ignore a warning is to show disrespect to the adult (or child—see empowering language) who gave it and is a deliberate choice.

### Warnings:

This is your warning. If you **choose** to do .....again then.....

I am very sorry. You have **chosen** not to listen to my warning and therefore you have **chosen** to...e.g. miss 1 minute of playtime.

Remember we always have a **choice**.

**Behaviour Ladders**—As well as rewarding good behaviour at Sopley, we also know that children need to take responsibility for their actions and, consequently, a stepped approach is used if children need reminders to ensure appropriate behaviour continues. Each child's wooden peg can be moved down the rungs of the behaviour ladder. If a child's peg is moved down the ladder three times in one half term, a letter will be posted home to inform their parents of this.

**Time out** in another class—5 mins to think about behaviour.

**Missing playtimes or lunchtimes**—For inappropriate behaviour on the playground, children miss their playtime or lunchtime in order to complete a reflection sheet with a member of staff.

**Confiscation of Items** - If children have brought in inappropriate items to school or are not using them appropriately, they will be confiscated and will be available for collection either from the office or class teacher at the end of the day.

**At Sopley Primary School we teach the children that**

WE CAN **ALWAYS START AGAIN.**

### Records

Staff will report serious incidents in the relevant books/files so that monitoring over the long term can take place. The lunchtime team pass on information to class teachers to ensure good communication between the two teams. Letters associated with 'moving down' the behaviour ladder are kept by staff, allowing the SLT/relevant staff to conduct behaviour analysis and monitor behaviour over time.

**Sanctions are single events which are administered clearly, consistently and with full explanations.**



**All children, after sanctions, return to the point of equilibrium and the misdemeanour is put behind them and a fresh start is made.**

**We can always start again.**

# BULLYING

**At Sopley Primary School we believe that bullying is wholly unacceptable and will not be tolerated.**

Our school definition of bullying is behaviour that is:

**Ongoing  
Deliberate  
Hurtful (physically or emotionally)**

All staff are expected to be vigilant to issues between groups or individuals which might be bullying.

### **Receiving an Allegation**

If a child makes an allegation of bullying, staff are expected to take the matter seriously and to investigate fully. Where staff find that there has been an incident of bullying they **MUST** report it to the Heads of School and record appropriately.

### **Dealing with Bullying**

Bullying is a very serious issue and parents of all concerned must be notified. At those meetings, staff are expected to communicate to the parents of:

The bully: what sanctions are to be delivered and what support is to be provided to ensure that the pupil succeeds in future.

The victim: what support is being provided to ensure that pupil can return to school and feel safe.

Staff are expected to document all agreed actions in Parent Consultation Files and to feed back to the Heads of School.

### **Serious Misdemeanours**—These would include:

Bullying, Racism, Swearing, Serious physical injury.

Staff are expected to be able to use professional judgement when an incident is sufficiently serious to bypass the class teacher and come straight to the Heads of School. Bullying and racist incidents are recorded in line with Hampshire Guidelines.

### **Persistent or Extreme Offences**

In the rare event of persistent or extreme offences, it may be appropriate for a pupil to receive a fixed term exclusion. In this case staff should talk with the Executive Headteacher who will liaise with the Local Authority. Exclusions are exceptionally rare and it is at all times our aim to keep children **in** school in an inclusive supportive environment.

**Stay Safe Code** – Children are taught to use the 'Stay Safe Code', empowering them to keep themselves safe at school. If encountering unpleasant behaviour, children should say, 'Stop doing that please, I don't like it.' This message should be delivered loudly and clearly whilst maintaining eye contact.

***This should be read in conjunction with our Anti-Bullying Policy.***





**SOPLEY PRIMARY SCHOOL**



# **BEHAVIOUR AT SOPLEY PRIMARY**



**On A Learning Adventure**

## **Staff Guidelines**

# STAFF EXPECTATIONS

***It is important that children view all staff as equal and worthy of the same respect. For that reason all staff are expected to behave with credibility and in a way which demonstrates unity and supports children in developing positive dispositions and attitudes both in and around school.***

***This page details these expectations.***

## Tenacious Intervention

If staff see children acting in a way which is not in keeping with our whole school ethos, it is expected that they will intervene positively. All staff are expected to provide credibility to the school stance on behaviour by behaving **consistently and tenaciously**.

## Rewards and Sanctions

All staff are expected to administer rewards and sanctions with a focus on the former. All staff are responsible for ensuring that boundaries remain tight and clear to all children. Staff are expected to refer special celebrations to the Heads of School for inclusion in celebration assembly.

## Monitoring

Staff are expected to exercise a pro-active duty of care. This will include regular monitoring and observations, follow up issues and ask questions.

Staff are responsible for communicating with each other so that a joined-up picture of a child's behaviour is established.

## Role Play

All staff will also teach the language of empowerment explicitly in their class: **Stop doing that please...I don't like it.** (*loud and clear with eye contact.*)

Children are taught that to hear this phrase from a peer is the same as a 'first warning' from an adult. If they choose not to stop then they can expect the same consequences.

Children are also taught through role play how to behave in different situations in school- e.g. coming to the school office. Staff might also use photographic displays to model desired behaviours.

## The Sopley Learner

All staff will refer to the Sopley Learner Values when explaining to children what they have done wrong and ensure that the child understands which rules have been broken. When dealing with any issues, staff will consistently refer to the language of self-control: **'We always have a choice'**. Staff will help the child to recognise at what point they had a choice, what that choice was and what the outcome would have been had they made the better choice.

## Playground Games

Playground games will be explicitly taught to children in curriculum time. This will include games which require no apparatus and include how to use the play trail.



# EXPECTATIONS

## INSIDE

Walking at all times  
School shoes on (NOT TRAINERS)  
Shirts tucked in to show that we are ready for learning  
Considerate kindness e.g. holding doors (for peers not just adults)  
Hands out of pockets

## WET PLAY

Calm behaviour or sitting down  
In own class  
Responsible for tidying up (Dustpans in every class)  
Quiet and appropriate games only  
Respectful play with wet play boxes  
Permission from an adult to leave the room  
Staff (lunchtime team) are expected to set wet play challenges for children to promote positive behaviour

## PLAYGROUND

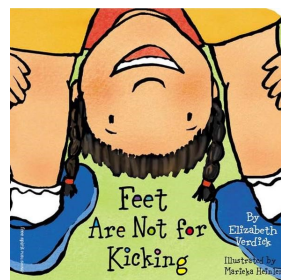
Considerate and careful play  
Respectful listening to adults  
Good sportsmanship  
Being considerate to others  
Including others

## QUIET AREAS

Walking, sitting, standing still  
Low level talking  
Gentle play

*Children with particular needs (e.g. autism) use the Quiet Areas as a retreat from the business of the play ground. It is therefore essential that staff supervising these areas insist on these rules for the benefit of our more vulnerable pupils*

**This page is a quick guide for all staff and children of the non-negotiable expectations of behaviour in different areas of the school. Classroom behaviours are based on the class charters. These are unique to each class and therefore are not listed in this section.**



# Non—negotiables

## EXPECTATIONS (cont.)

### LUNCHTIME HALL

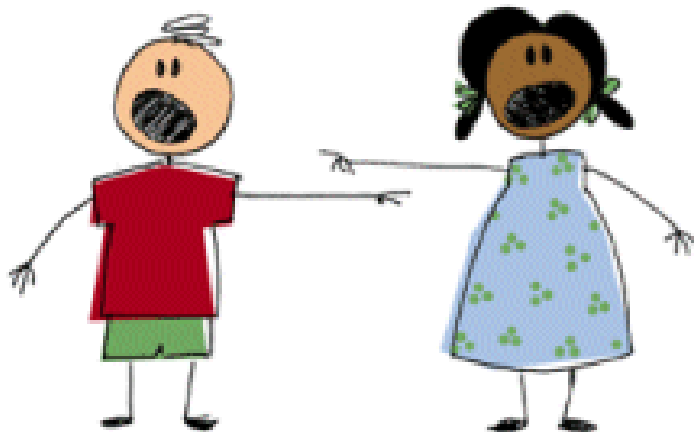
Low level noise  
 Good table manners  
 Please may I ...Thank you  
 Walking only  
 No food sharing

### MOVEMENT

Orderly fashion—usually a line  
 Class lines to be constructed to ensure that children stand / . Sit next to children who will support their behaviour not distract.  
 Quiet or silent as appropriate  
 Includes transition to and from PE / church etc.  
 Holding doors open for others  
 When carrying electronic equipment, children to only carry one device at a time ensuring both hands are holding it securely

### OFFICE

Good morning/afternoon Mrs....  
 Please may I ...  
 Thank you.



# POSITIVE MANAGEMENT



## EVERY DAY STRATEGIES



### Overriding Aim

## A school to be proud of

*All classes will work to develop a culture of CO-operation. We're proud of our class. We want to be the best.*

*The following pages are a selection of positive management strategies which all staff may utilise to support the whole school ethos of behaviour.*

- Start like you mean to go on
- Ensure a culture of structure and routine in the classroom which makes children feel safe.
- Use humour to avoid confrontation
- Respectful challenge of behaviour by staff
- Carefully chosen level of voice / body language for each situation
- Focus on rewarding the positive
- Publicly rewarding the positive with parents at the end of the day
- Assertive—indicating high expectations and expect your demands to be met (ensure it is a battle worth starting)
- Clear non-negotiables
- Consistent language patterns
- Explicit teaching of:
  - Manners
  - Kindness
  - Playtime games
  - Language to empower those who are subjected to inappropriate behaviour
- Sufficient motivation to be good—privileges as well as sanctions.
- Calm at all times
- Circle time (see Key questions for developing Circle Time Themes)
- Bubble time—a box which children can write their name if they want to talk to you
- Positive affirmations of playtime expectations before children go out to play
- Playtime debrief session with TA
- Modelling and role playing expected behaviours
- Make clearing away—ritualistic / fun / competitive (respect for our cleaning staff /pride in our classroom)