

The Shute Way

Reviewed and updated 3.12.20

At Shute Primary School it is our aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We aim to promote an environment in which everyone feels happy, safe and secure.

We aim to help each child develop as a caring, responsible and tolerant member of society; caring and responsible towards other people and towards our environment.

We aim that each child should leave us as a confident, articulate and self-disciplined individual, equipped to go out and meet the challenges of life.

Responsibilities to others.

We follow the Rights and Responsibilities Rules and these are displayed in all classes so that children know what they have the right to do and what responsibility they have to make this successful.

We promote the following learning behaviours at Shute and these are on display in each classroom. Each learning behaviour has a 'Woodland Friend' associated with it and has a special learning style. The aim is to teach children to become better learners and what learning looks like in practice. They include:

- Working Together-bee
- The Bigger Picture-owl
- Curiosity-cat
- Making Connections-spider
- Keeping Going-tortoise

The Shute Way-Rewards and Sanctions Chart

Rewards for appropriate behaviour

At Shute Primary we actively promote positive behaviour!

We believe that this will develop an ethos of kindness and cooperation.






The following rewards/praise are used:

- verbal praise, 'well done'
- sign, (a smile, thumbs-up, a nod etc etc.)
- body language
- specific to the child and which is directed to a rule
- raffle tickets/ticks (rewards personal to the class teacher)
- showing good work to the Head of School
- sent to the Head of School
- given a special responsibility
- celebration assembly with star of the week certificates and learning power certificates and other relevant certificates
- Head of School/Teachers/Teaching assistants informing parents
- End of year report with good comments on behaviour and effort
- Rewarding of team points
- Certificates when children achieve 50 team points (bronze), 100 team points (silver) 200 team points (gold)
- Awarding of termly reward for each child in the winning house team (Currently not possible due to Covid).

When inappropriate behaviour is shown the school follows a clear order of sanctions based on the incident.

**Graded incidence of behaviour
(communication)**

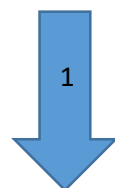
**Order of Sanctions
(shaping behaviour/communication)
(linked to incident/behaviour)**

0	Children on task	See arrow chart
1	Behaviours including <ul style="list-style-type: none"> •Fiddling-deliberate time wasting •Swinging on chair-flicking objects •Not informing teacher when experiencing problems with work-resulting in poor behaviour •Running inside •General silliness •Play fighting-getting someone into trouble 	<p>Follow arrow flow chart from beginning (Arrows 1-3)</p>  <ul style="list-style-type: none"> •Positive reminder •The look •Verbal warning •Stop and wait • Body language
2	<ul style="list-style-type: none"> •Speaking when an adult is speaking-calling out-walking around-tapping objects •Consistently talking when should be working • Making rude noises on purpose-squabbling • Defacing school property-getting someone into trouble 	<p>Follow arrow flow chart from beginning (Arrows 1-5)</p>  <ul style="list-style-type: none"> •Positive reminder •The look •Verbal warning •The internal move if behaviour continues • The external move if behaviour continues- Loss of 5 minutes at break or lunchtime
3	<ul style="list-style-type: none"> •Continuous low level disruption •Insolence-smirking •Lack of respect to adults •Language (not aimed specifically) •Elements of bullying-selective friendships-deliberate exclusion-name calling-persistent alienation of specific children 	<p>Follow arrow flow chart (Arrows 3-6)</p>  <ul style="list-style-type: none"> •Verbal warning •The external move- Loss of 5 minutes at break or lunchtime • Completion of Behaviour Reflection Sheet •Head of School visit to office/classroom •Contact with parents- Teacher to speak after school or telephone call if more than two incidents of level 3 behaviour
4	Behaviours including <ul style="list-style-type: none"> • Continuous low level disruption •Refusal to comply (ignoring an adult) •Answering back •Spitting •Swearing at another person •Fighting •Repeated malicious name calling •Passing threatening notes 	<p>Follow arrow flow chart (Arrows 5-6)</p>  <ul style="list-style-type: none"> •The external move- Loss of 10 minutes at break or lunchtime •Completion of Behaviour Reflection Sheet •Head of School visit to office/classroom •Contact with parents- Teacher to speak after school or telephone call •If more than two incidents at level 4 behaviour Head of School to speak to parents after school or telephone call
5	Behaviours including the following <ul style="list-style-type: none"> •Deliberate vandalism •Stealing •Extreme misbehaviour •Verbal or physical abuse or assault •Persistent and repetitive disruption •Carrying an offensive weapon •Racism •Physical violence-bullying •Homophobia 	<p>Follow arrow flow chart (Arrow 6)</p>  <ul style="list-style-type: none"> •Head of School contact parents •Head of School meet with child/parents and class teacher •Completion of Behaviour Reflection Sheet •Exclusion at break and lunchtimes •Fixed term exclusions •Permanent exclusions

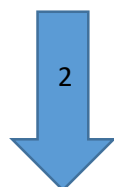
ARROW FLOW CHART FOR SANCTIONS

When children show that they are not demonstrating the required behaviour they will be reminded of the expectations in a number of ways, with increasing severity, and given the chance to rectify this:

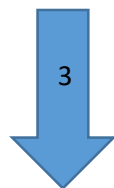
- **For some children the behaviour guidelines may not be sufficient for their needs and an individual behaviour plan may be introduced. This would normally be created with the class teacher and SENDCO, and would be discussed at staff meetings so that all staff have an understanding of the plan. The plan will focus on specific behaviours that would be reviewed on a week by week basis.**



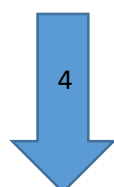
- The Positive Praise Comment
- This indicates to all children the expected behaviour that is currently not being put into place by one or more children



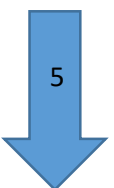
- The Look
- This indicates to an individual child that they have been seen doing a certain behaviour



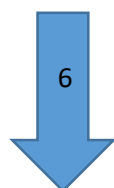
- The Verbal Reminder
- This indicates to an individual child that they are now being asked to stop the offending behaviour



- The Internal Move
- The child is moved to another place within the class or in the vicinity of the class for a certain period of time



- The External Move
- The child is removed from the situation and taken to another classroom for a certain period of time
- As a result of the above point, this means loss of 5 minutes at break time/lunchtime
- At lunchtime this means that the child will be sent inside
- Completion of behaviour reflection sheet if behaviour is graded a 3 or higher



- The Head of School Visit
- The child will be taken to the Head of School who will investigate. This may be followed up by a parent phone call or letter.
- In the event the Head of School is away the next in charge may follow up to parent with a phone call or letter. (Depending on the severity of the behaviour, steps may be 'leapfrogged' to a higher step without warning.)

