



## BEHAVIOUR POLICY

Review Date: Autumn 2021

### INTRODUCTION

We recognise that the values we promote within the school play an important part in the spiritual, moral and social development of the children for whom we hold a responsibility. These values include: honesty, enthusiasm, ambition, respect and togetherness (HEART values) which are all held together with Kindness for oneself and others. Whilst values are sometimes explicitly expressed, they are more often implicit in the ways we behave ourselves and in the ways we expect others around us to behave. For this reason it is important to provide clear guidelines for a consistent and coherent approach to behaviour and discipline within the school.

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education. We aim to develop a more positive focus on improving children's engagement, motivation and well-being.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are self-confident and secure, with a strong sense of belonging, and so more likely to achieve.

This policy has been developed through a consultative process involving members of the school community. It therefore reflects a common and agreed view. To ensure that this continues to be the case it will be reviewed annually and comments will be regularly invited through parent surveys, the newsletter and meetings of the School Council, staff and governors.

### AIMS

- for every member of the school community to feel valued and respected, and for all persons to be treated fairly
- provide an ethos and environment within which everyone feels safe and which enables everyone to learn effectively
- teach children behaviour that is appropriate to different situations
- raise awareness amongst children of the need to recognise and manage their emotions and reactions
- support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult

### OBJECTIVES

- provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises
- have clear strategies for regulating conduct and promoting good behaviour, self-discipline and respect
- reinforce good behaviour so that children feel good about themselves
- for all staff to focus on de-escalation and preventative strategies rather than reactive
- all staff know how to manage difficult or dangerous behaviour, and to have an understanding of what challenging behaviour might be communicating
- prevent bullying and ensure a clear understanding of the term

### ROLES AND RESPONSIBILITIES

All members of the school community have a role to play in meeting the aims of our school behaviour policy (see appendix A) Groups within the school community have thought carefully about the behaviour we should expect of children in different situations. These include working together as a whole class, working together in groups, working alone, in the playground, in the hall at lunch time, in assembly, on trips or at competitive events and with visitors to school.

### WHOLE SCHOOL STRATEGIES

#### Values

We have an agreed set of school values for the school community.

The school's Values are:

**Honesty**

**Enthusiasm**

**Ambition**

**Respect**

**Togetherness**

## Kindness

### Classroom 'code of conduct'

In addition to this each class has agreed its own 'code of conduct' which are displayed in the classroom.

As well as the 'Values/class 'code of conduct' of conduct, every member of the school community should apply the following principles:

- We do not condone inappropriate behaviour
- You own your own behaviour
- We are a no shouting school

### Support

Children can be supported in behaving as we expect through the following means:

- Friendship Bench/Hut
- House teams
- Worry Box
- Parental involvement in support programmes
- SENDCo/SLT involvement in support programmes
- Educational Psychologist and Assessment Service
- Use positive rather than negative phrasing eg. stand next to me, walk beside me to... stay seated in your chair
- Limited choice eg where shall we talk, here or in the library?

### Rewards

We recognise children's efforts to behave as expected by:

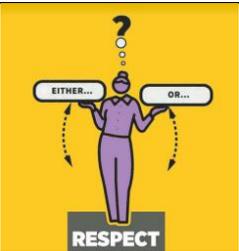
- Praise for appropriate behaviour
- Drawing the attention of others to their good behaviour
- Value behaviour awards
- Other awards including class dojo, stickers, postcards home and messages home
- Rewards are given in accordance with individual support plans when necessary
- Visit to the Executive Headteacher/Executive, Deputy headteacher and other class teachers/significant adults
- Recognition of children who are strong role models/ always make the right choices

### Behaviour Response: Stepped Approach

- Tactically ignore poor behaviour (blue/yellow card system, private signals perhaps, catch children being good)
- 'We' statement
- Clear choice: that can either go into your pocket or onto my table... then walk away

Unfortunately there are times when agreed values and classroom 'code of conducts' are not complied with. It is important that children know that unacceptable, disruptive behaviour or a poor standard of application are not tolerated.

These steps outline an approach for within the classroom:

	<p>A blue 'stop and think' card is placed in front of a child to indicate to them that their behaviour is unacceptable (with no teacher interaction). The child is given 5 minutes 'take up time' to rectify the behaviour.</p> <p>The card is removed once the behaviour is meeting expectations.</p>
	<p>Should the behaviour continue, the child is given a yellow 'respect' card as a second warning (with no teacher interaction). The child is then given up to 5 minutes 'take up time' to rectify the behaviour.</p> <p>The card is removed once behaviour is meeting expectations.</p>



Should the behaviour continue, the child is given a red 'restorative' card. As a result of this they will miss 15 minutes of their next lunch break, (or last 15 minutes of the day if in KS2 in the afternoon) writing a reflection log or talking through with an adult (preferably their class teacher).

It is the class teacher's responsibility to inform parents/carers about any red 'restorative' cards they have implemented. If a child receives 3 red cards in a week, this will result in a meeting being set up with their parents, class teacher and a member of the leadership team or SENCo to discuss any additional support measures that are required (eg a behaviour support plan). There is an option for the child to also receive an internal exclusion for a full or half day (age and incident dependent).

If a child receives 3 red cards in a week, this will result in a meeting being set up with their parents, class teacher and a member of the leadership team or SENDCo to discuss any additional support measures that are required (eg a behaviour support plan). There is an option for the child to also receive an internal exclusion for a full or half day (age and incident dependent).

This may not be appropriate for some children with SEND or a SEMH plan and a separate programme will be in place.

### **'We' Script**

When working with challenging behaviour staff use the agreed 'we' script reminding of expected behaviours and verbalising when such behaviours are noticed so as to positively recognise and enforce

....., we expect..... thank you

Peter, we expect everyone to speak politely to one another, thank you.

Jane, we expect everybody to line up quietly, thank you'

(staff do not shout and avoid phrases such as 'why are you?', 'don't', 'you are...')

### **Follow up consequence**

If the consequence is refused then no issue is made of this, simply a calm reminder that if the child refuses the consequence then there is a clear consequence that will be followed up at a time convenient to the teacher, who then remains calm and continues to teach the children in the class. Language of choice always used so that child is not backed into a corner. Steps 1 and 2 may be skipped when presented with unsafe behaviours.

See also Appendix (ii) de-escalation script and Appendix (v) Toolbox 1 and 2

### **Play time Sanctions:**

This positive management behaviour system is followed through at play times. Red 'restorative' times may be taken in a variety of places (lunch hall, a bench). A reflection log will be written by the child/recorded by adult

As a means of monitoring playtime behaviour any behaviours will be noted in an incident book. These books are monitored by the executive head teacher and a log of recorded incidents kept. If a child has seriously breached the school values/ playground 'code of conduct' of conduct they will be sent in to discuss this with a member of SLT, Pastoral support lead/SENDCo.

Repeated or serious incidents of unacceptable playtime behaviour will lead to a loss of outdoor play, the writing of a reflective log and/or alternative provision.

Parents will be informed if playtime behaviour repeatedly or seriously breaches the 'code of conduct' of conduct.

### **Dealing with serious misconduct**

Serious misconduct, in or out of the classroom will be referred to the Executive Headteacher/Executive Deputy Headteacher.

Serious misconduct includes stealing, hurting other children, swearing, blatant rudeness, deliberate disobedience or defiance, vandalism, behaviour which persistently impedes others from working, racism or bullying.

Incidents will be recorded on a analysis form/behaviour incident report and investigated by the SENCo and/or Head Teacher.

Consequences may include loss of play or privileges or withdrawal from class activities and will be dependent upon the nature of the misconduct.

Repeated incidents of behaviour which contravene the school values or 'code of conduct' of conduct may mean the school seeks the advice of external agencies such as the educational psychologist. A support plan may be drawn up.

Serious one off breaches or repeated breaches of the school rules may lead to a fixed term exclusion.

If property has been damaged, then school may ask parents to provide replacements.

Children who persistently breach the school values/'code of conduct's of conduct will have individual support plans and drawn up and may follow different steps of interventions and sanctions.

### **Discipline beyond the school gate**

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- continued bullying of a pupil outside of school
- use of cyber bullying outside of school
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the school
- behaviour that could adversely affect the reputation of the school

### **Exclusion**

In cases of severe and persistent misbehaviour, the Executive Headteacher may exclude a child from school for either a fixed period of time or permanently. If such action is taken, the Executive Head teacher will inform the Chair of Governors and the Local Authority. A committee of unnamed governors for exclusion will be put together if and when the need arises in line with statutory requirements.

The school follows the Department for Education's guidance on 'Exclusion from maintained schools, academies, and pupil referral units in England regarding any and all exclusions.

Examples of types of behaviour which may result in exclusion:

- physical assault
- bullying
- cyber bullying
- possession of drugs
- possession of weapons
- serious breaches of this behaviour policy
- in such a case as when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

### **Focus Weeks/ behaviour hotspots**

Throughout the school year we will focus on the school values, eg respecting others by coming into assembly quietly, togetherness - playing with someone you don't usually play with, leaving the cleanest table, saying please and thank you. These will be positively reinforced by all staff naming and acknowledging children who demonstrate those behaviours and through rewarding value certificates and stickers.

### **Alert cards**

Staff will send an 'alert' to a member of the office staff who will a member of the SENCo team to alert them to a need for immediate support and also check that the site is secured. Use of the walkie talkies is also available when necessary.

### **Monitoring**

The Executive Headteacher monitors the effectiveness of this policy on a regular basis. She also makes reports to the governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor and major classroom incidents where a child is giving cause for concern. The Head teacher records incidents where a child is sent to her on account of seriously bad behaviour. We keep a record of any incidents that occur at break or lunch time.

The Executive Headteacher keeps a record of any pupil who is internally, fixed term or permanently excluded

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently

The governing body reviews the policy every year. The governing body may however review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improve

