

Behaviour Policy



Behaviour Management Policy

1. Strategy

- 1.1 Blakedown CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviours and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance so that all children are able to learn in a calm, supportive environment where all can flourish, **achieve** and prepare themselves for a future where they will **serve** fully as positive members of society. They will find **joy** in the building of positive relationships with all staff and their peers; knowing who they are individually and being responsible for their own positive behaviour choices. They will start to identify how they and others are '**fearfully and wonderfully made.**' Psalm 139. Positive behaviour choices will enable them to **achieve** and fulfil their potential without the disruption of poor behaviour affecting their outcomes.
- 1.2 As a Church school we are an inclusive and compassionate community. There is a heavy emphasis on building respectful relationships between all members of our school community and the use of a partnership approach to managing poor conduct with interventions that support staff and learners.
- 1.3 We believe that behaviour is developmental and, therefore, we need to provide appropriate learning so that individual pupils are enabled to take responsibility for their own positive behaviour. There may be occasions where individuals require adjustments to ensure they are still managing their behaviour to their highest levels.
- 1.4 Our behaviour policy complies with Section 89 of the Education and Inspection Act 2006.

2. Policy

- To ensure that excellent behaviour and respect for others is a minimum expectation for all.
- To help learners take control over their behaviour and be responsible for the consequences of it;
- To provide a safe and secure environment;
- To prevent all forms of bullying;
- To ensure all learners are treated fairly, shown respect and to promote good relationships;
- To refuse to give learners attention and importance for poor conduct;
- To build a community which values kindness, care, good humour, good temper, individuality, obedience, forgiveness and empathy for others;
- To promote community cohesion through improved relationships.

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2.1 Role of School Leaders

The school leadership team should be highly visible every day, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

All new staff will receive guidance and support as part of their induction to ensure they understand the school's rules and routines; how to support the pupil's and how they and their attitudes, words and behaviours help to maintain the school ethos and vision.

2.2 Role of Teachers and Staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships which are aligned to the school's Christian Vision and Values.

All staff should communicate high expectations, routines, valued and standards explicitly through teaching behaviour and within every interaction with pupils. Staff should consider the impact of their own words and behaviour on the school culture and use the Thrive Approach to investigating behaviour and the reasons behind it using WIN: I wonder....I imagine....I noticed....

2.3 Role of Pupils

Pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, pupils need reminding of the school behaviour standards, expectations, support and consequences regularly and should be taught they have a duty to follow the school rules.

Via councils and governor safeguarding monitoring, the views of pupils should be collected to support the evaluation, improvement and implementation of this policy.

Where pupils join the school mid-phase, extra support and induction should be provided so that they are aware of the behaviour policy and school culture.

2.4 Role of Parents

Parents have an important role in supporting the school's behaviour policy. Building positive relationships with parents by keeping them informed about their child's behaviour and encouraging them to celebrate successes as well as be involved with pastoral work following misbehaviour will reinforce the whole-school approach towards partnership.

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3. Procedure

3.1 Guidelines

All staff will:

- Have the highest expectations of behaviour at all time.
- Ensure behaviour actions should be consistent throughout the school.
- Meet and greet at the door.
- Refer to 3 rules - Ready to learn, Respect and Safety.
- Be consistent, fair, proportionate and predictable.
- Model positive relationships and build relationships.
- Model calm and respectful communication, both verbally and non-verbally and be aware of stance and body language.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use positive verbal recognition throughout the day.
- Use a visible recognition board throughout the day.
- Be calm and controlled.
- Follow up overtime, retain ownership and engage in reflective dialogue with learners.
- Never ignore behaviour which affects the learning of others.
- Be proactive within known situations and trigger points.

3.2 Blakedown Rules

The school operates around three rules for all our children and staff. The Christian Vision, Values and Secrets of Success can all be linked to these three rules.

3.3.1 **Ready** to learn in a calm and purposeful environment.

3.3.2 **Respect** from and to all those they come into contact with.

3.3.3 **Safety** from people and the environment in which they are placed.

3.3 Rewards

A high standard of behaviour is expected as the norm. We recognise and reward learners who go 'over and above' our standards. However, there are tiered awards as young people need to know and feel pride in achievements regularly.

3.3.1 **Verbal Praise:** Our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. This is an immediate response to recognised positive behaviour.

3.3.2 **Recognition Board:**

Children's names are placed on the class recognition board linked to:

- The school's Christian Vision and Values
- The three school rules or

- **Secrets of Success** - learning attitudes

Children are told the focus of the recognition board for the session/morning or afternoon. They will be encouraged verbally at the end of each session as to how well they are doing, so that names will go up by the end of that session.

3.3.3 Team Points: All our learners belong to a house team. Team points can be awarded to individuals:

- in recognition of a personal achievement or improvement following perseverance; or
- for a piece of work which has provided a challenge and has been completed to the best of their individual ability; or
- for positive behaviour/acts of service towards others that supports the school vision and values.

Team points will be added to the visual recording system within each class to provide a team total. For younger learners this may take the form of being awarded a sticker and for older learners a team point stamp on their work.

A running total or team will be collated by the teaching staff each week and forwarded to the Headteacher along with the names of recognised children.

The winning team for the half term will be announced during Celebration Assembly and the house team cup awarded and displayed for the following half term.

3.3.4 Recognition Assembly:

Each week staff choose children from across the school to be placed on the recognition board in readiness for Friday's assembly. Children are identified by 'consistently' recognised behaviours and staff can recognise anyone from across school.

The reasons why these children have been identified will be read out, clapped and celebrated. These children will be invited to spend time together with the Headteacher at the end of the day to discuss their achievements with a drink and a biscuit. These children's names will also be shared on the school newsletter and website (providing parental permission has been provided).

Positive notes/postcards can be posted home for those children who go 'over and above'.

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3.3.5 **Celebration Assembly:**

Each term a class certificate will be given for recognition of improvement linked to our Christian Vision, Values or Secrets of Success.

3.4 **Sanctions**

Before time out sanctions are used all adults will follow the steps of dealing with unwanted behaviour:

1. **Reminder**

A reminder of the expectation for all learners to be ready to learn, respect and safety delivered privately to the learner. The learner has the choice to do the right thing.

2. **Caution**

A clear verbal caution delivered to the learner, individually if at all possible, making them aware of their behaviour and clearly outlining the consequences if they continue using the 30 second script intervention. This should be delivered calmly and showing no emotion:

- I notice you are...
- It was breaking the rule about...
- Remember when.... that is who I need to see today
- Thank you

3. **Time out sanction**

If the learner is unable to modify their behaviour/make a positive choice and continues with the unwanted behaviour and further reminders have to be delivered, then the following levels will be applied:

- Level 1: 5 minutes off break for a supportive/restorative conversation and reflection time with the class teacher;
- Level 2: 10 minutes off break for a supportive conversation and reflection time with the teacher and phase leader;
- Level 3: 15 minutes off break for a supportive conversation and reflection time the teacher, phase leader and a member of senior leadership.

During the time out sanction, the learner will speak to the teacher away from the others to:

- Reset boundaries;
- Reflect on their next step.
- Be reminded of their good previous conduct;
- Be offered an opportunity to reengage with the learning; or
- To complete unfinished work.

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4. Repair

These meetings are a core part of repairing damage to trust between staff and learners. The class teacher will take responsibility for these meetings which need to be held before the next section of the day and after the delivery of any sanction. Our repair meetings are structured in 3 steps:

- What happened?
- Who has been affected?
- How did that make you feel?
- What should we do to put things right?
- How could we do things differently in the future?

Where levelled sanctions have been applied, these should be recorded so that further support and intervention can be offered if this becomes a pattern of behaviour.

5. Removal

Learners should only be asked to stand outside classrooms if they need to cool down/self-regulate and/or to diffuse a situation. In general, three minutes should be enough and should be followed with a calmly delivered repair conversation.

Removal from the classroom is a last resort to maintain a safe working environment for the other learners and is seen as a serious disciplinary sanction. On these rare occasions, the learner should not be sent out on their own and should be accompanied by an adult who is able to remain calm and diffuse any high emotion.

6. Physical Behaviour

Physical incidents will require a phone call home to parents/carers.

Continued inappropriate choices leading to the three rules being broken will lead to the partnership stage, whereby the child and parent will be engaged in an action plan with set outcomes.

3.5 Partnership Stage

At the partnership stage, individual action plans (PBAS) will be drawn up for pupils who are a cause for concern e.g. attendance, behaviour or progress issues.

Parents will be involved at an early stage to support their child and the school to improve inappropriate behaviour and when excellent behaviour has not been consistently maintained.

Professional external support will be sought when necessary.

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3.6 Suspension and Permanent Exclusion

All learners are entitled to an education where they are protected from disruption and learn in a calm, safe and supportive environment. In the most serious of circumstances, suspension and /or permanent exclusion may need to be considered; this may also be in response to persistent poor behaviour which has not improved following in-school sanctions, interventions and the partnership stage. Please see appendix 2.

3.7 Playtime & Lunchtime Procedures

3.7.1 Positive behaviour will be reinforced in the same way as it is in the classroom.

3.7.2 In the event of unkind, uncooperative or disruptive behaviour during playground time, a child will follow a similar procedure as described above dealing with unwanted behaviour:

1. **Reminder** - of the three rules
2. **Caution** - clear and delivered using the 30 second script intervention
3. **Time out** - short time away
4. **Repair** - chat or a more formal meeting

3.7.3 The class teacher will be informed verbally.

3.7.4 In some cases the child should be taken directly to the phase leader or a senior leader e.g. in cases of injury to other children as a result of kicking, fighting or serious name calling. These incidents will have a phone call home to parents and a record made on CPOMs under the 'behaviour' category so that patterns of behaviour can be monitored.

3.7.5 In all cases where pupils have needed to be removed from the playground, pupils will be required to undertake some form of reflection work around their behaviour and may lead them to record the rule that was broken; how it affected other people and what other appropriate action should have been taken.

3.7.6 Parents will be informed if there are repeated incidents of this kind or if the behaviour was particularly violent.

3.7.7 Inevitably, children will have minor bumps during playtime, but those of a more serious nature should be entered in the accident book.

3.7.8 If there is any suspicion of bullying (See Anti-Bullying Policy 1.4.1) or very rough play, this should be noted. This procedure will also be taken if any accident occurs within school.

3.8 SEND

Blakedown CE Primary's vision encourages the acceptance of individuality of our pupils in all its forms - this is supported through our understanding of our pupils being '**fearfully and wonderfully made**'. It is recognised that some behaviours are more likely to be associated with particular types of SEND. Behaviour will often need to be

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considered in relations to a pupils' SEND, whilst also acknowledging that it will not always follow that every incident of misbehaviour will be connected to their SEND.

For pupils where their SEND may affect behaviour, school will meet with relevant staff and parents, where appropriate, to identify likely triggers of unwanted behaviour choices and put in place support to prevent these. Such measures may include:

- Short, planned movement breaks for those pupils who find it difficult to sit still for long;
- Adjusting seating plans to allow for a pupil with a visual or hearing impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- Training staff to understand conditions such as autism.

Any preventative measure should consider the specific circumstances and requirements of the pupils concerned.

3.9 Online Behaviour

3.9.1 Children will be taught how to stay safe online which also includes positive behaviour towards others. Children are taught that although the online space differs in many ways, the same standards of behaviour are expected online as apply offline and everyone should be treated with kindness, respect and dignity.

3.9.2 The following actions would be considered inappropriate in a school setting:

- Deliberately accessing or trying to access material that could be considered illegal.
- Unauthorised use of non-educational sites during lessons.
- Unauthorised use of mobile phone/digital camera/other handheld device.
- Unauthorised use of social networking /instant messaging /personal email.
- Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment
- Unauthorised downloading or uploading of files.
- Allowing others to access school network by sharing username and passwords
- Attempting to access the school network, using another pupil's account.
- Attempting to access or accessing the school network, using the account of a member of staff.
- Corrupting or destroying the data of other users.
- Sending an email, text or instant message that is regarded as offensive, harassment or of a bullying nature.

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- Actions which could bring the school into disrepute or breach the integrity of the ethos of the school.
- Using proxy sites or other means to subvert the school filtering system.
- Accidentally accessing offensive or pornographic material and failing to report the incident.
- Deliberately accessing or trying to access offensive or pornographic material.
- Receipt or transmission of material that infringes the copyright of another person or infringes the Data Protection Act.

Any identification of these actions by a pupil will be dealt with swiftly and in a proportionate manner and will follow the actions in the schools Behaviour Policy and with reference to the Online Safety Policy.

3.9.3 Online behaviour incidents that occur outside the school day and off the school premises are the responsibility of parents. However, as these incidents will often spill over and affect the school culture and the wellbeing of others, school will inform parents of an issues that they become aware of and work with parents to find a satisfactory outcome.

3.9.4 Use of Mobile Phones

The bringing of mobile phones onto the school site by the pupils is discouraged. However, it is accepted that those children in Year 6 who are able to walk home may need to bring these to school as a way of communicating with their parents and this is the only acceptable reason for phones to be brought to school.

If pupils do need to bring mobile phones for this purpose, they are turned off at the school gate and handed in at the school office or to their class teacher upon arrival. They are returned at the end of the school day and turned back on after exit from the school grounds.

The PTA are advised to use the same rules as school for any events that are held in school but out of the school day.

3.10 Home-School Agreement

All parents will be issued with a contract between school, pupils and parents on entry to school in Reception, this is revisited at the beginning of KS2. They are encouraged to sign this, thus agreeing to work in close partnership with the school on basic issues.

3.11 Curriculum

Work on behaviour is integrated across many curriculum areas, but is closely linked to PSHE/Citizenship/Relationships Education and Jigsaw scheme, R.E., Literacy,

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ICT/Online Safety via Project Evolve and Worship & Values. Our worship themes are supported by the Values for Life Scheme, Roots and Fruits and Big Start Assemblies.

3.12 Off-Site Behaviour

Conduct of the pupils when they are off-site, wearing school uniform or when representing school, should reflect the same high standards of when they are in school.

Sanctions and conversations with parents, which may include the need for behaviour plans would take place when misbehaviour has occurred and the pupil is under the control of charge of a member of staff. This includes:

- When taking part in any school-organised or school-related activity;
- When wearing school uniform;
- Behaviour that poses a threat to another pupil; or
- Behaviour that could adversely affect the reputation of the school.

If pupils are off-site but under the charge of their parents/carers and non-criminal poor behaviour and/or bullying occurs off the school premises or online which is witnessed by staff or reported to school and:

- Identifies the pupil belonging to the school (wearing school uniform)
- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil; or
- Adversely affects the reputation of the school;

Then, contact with home will be made and possible sanctions discussed.

It is expected and conveyed to all pupils that they represent the school and their families at all time and their behaviour choices outside of school should always make us proud.

4. Monitor and Review

- 4.1 Information records concerning bullying, racist incidents, homophobic, violent incidents, staff absences, relevant section of Ofsted reports and staff training will inform the evaluation process.
- 4.2 Pupils behaviour will be monitored through the records kept by staff, attendance and authorised/unauthorised absences.
- 4.3 The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 4.4 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

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5. Linked policies

Other Relevant Policies that cross reference with this one are:

Child Protection/ Safeguarding Policy, Anti-Bullying Policy, Guidelines on Physical Intervention (Team Teach Training), Online Safety, Health & Safety Policy, Equality Policy.

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Blakedown CE Primary School
Behaviour Agreement-Changing Behaviours

<u>3 Rules</u>	<u>Christian Values</u>	<u>Secrets of Success</u>
<ul style="list-style-type: none">❖ Ready to learn❖ Respect❖ Safety	<ul style="list-style-type: none">❖ Respect❖ Trust❖ Forgiveness❖ Perseverance❖ Peace	<ul style="list-style-type: none">❖ Try new things❖ Work hard❖ Concentrate❖ Push yourself❖ Imagine❖ Improve❖ Understand others❖ Don't give up

Routines-what we will do?

- ❖ Meet and greet
- ❖ Make learners feel important-deliberate botheredness
- ❖ Calm - no shouting
- ❖ Recognition board
- ❖ Team Points
- ❖ Simple rules (above)
- ❖ Reflective questioning (WIN - I wonder...I imagine...I notice...)
- ❖ The rule of three
- ❖ Give attention first for those doing the right thing
- ❖ Use 30 seconds interventions

30 seconds script intervention

- ❖ I notice you are...
- ❖ It was the rule about...that you broke
- ❖ Remember when...that is who I need to see today
- ❖ Thank you

Dealing with unwanted behaviours

- ❖ Reminder-of the three rules
- ❖ Caution-clear and delivered using the 30 second script intervention
- ❖ Time out sanction - Level 1, Level 2 or Level 3
- ❖ Repair-chat or a more formal meeting

Restorative Conversations

- ❖ What happened?
- ❖ Who has been affected?
- ❖ How did that make you feel?
- ❖ What should we do to put things right?
- ❖ How could we do things differently in the future?

APPENDIX 2

Fixed Term or Permanent Exclusion

1.1 Guidelines

- 1.1.1 After the strategies above have been implemented, if behaviour does not improve then the following 'Severe Behaviour Strategies' will be employed:
- 4.1.1.1 Whole school day or lunchtime temporary or permanent exclusion (upon failure to modify behaviour, implementation of the exclusion process)
- 4.1.1.2 Interview, to ascertain whether punishment or education is appropriate.
- 1.1.2 Exclusion will very occasionally be an immediate response. Such action will be exceptional and generally related to extreme behaviour, constituting a serious breach of school rules, e.g. hitting a member of staff, possession of dangerous items such as knives.
- 1.1.3 However, the Headteacher may also reserve the right to exclude where the health, safety, welfare or education of others is threatened.
- 1.1.4 A decision to exclude a child permanently is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing effectively with the child and should normally be used as a last resort.
- 1.1.5 There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include serious actual or threatened violence against another pupil or a member of staff.
- 1.1.6 Schools should consider whether or not to inform the police where a criminal offence may have taken place. They should also consider whether or not to inform other agencies such as Youth Offending Teams or social workers.
- 1.1.7 The Headteacher has the legal right to exclude children for a maximum of 45 days in a school year in exceptional circumstances. This will only be done when a range of other strategies have been tried but have not been successful in remediating a child's behaviour.
- 1.1.8 A pupil may also be excluded for inappropriate behaviour on school trips etc or whilst in the immediate vicinity of the school, or on a journey to or from school.
- 1.1.9 If this sanction becomes necessary, parents will be provided with work to complete in the first five days of exclusion (unless attending alternative provision) and be informed of:
- 1.1.9.1 The reason for the action.
- 1.1.9.2 The length of the exclusion.
- 1.1.9.3 That representation can be made to the governing body about the exclusion.
- 1.1.9.4 The way in which that representation can be made.

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1.1.9.5 The reintegration interview. (A parent's failure to attend will be one factor taken into account by a magistrates' court when deciding whether to impose a parenting order, if at any future date a parenting order has been applied for by the school or local authority. Schools must keep records of the failure to attend a reintegration interview and of any explanation given by the parent for failure to attend, as the court may need to see them.)

1.1.9.6 The Headteacher also has the power to search without consent any pupil they suspect is carrying an item that could cause serious injury.

1.2 The Governing Body

1.2.1 In cases where there are serious discipline problems the Chair of Governors would be consulted prior to the final step of the pupil exclusion.

1.2.2 The appeals sub-committee may also be involved at this stage. They would be provided with records giving detail of incidents, which have occurred over a period of days/weeks/months, action taken and parental involvement.

1.2.3 Where it is deemed necessary, a Pastoral Support Programme will be set up in consultation with parents and carers. A representative from the local authority and other relevant agencies to discuss the areas of concern and what is required to get back on track may be necessary.

1.3 Removing Pupils from the School Site (where it is not an exclusion)

1.3.1 A pupil is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. In these circumstances the Headteacher may decide that it is in the interests of the individual concerned and of the school community as a whole for that pupil to be educated offsite for a certain period, subject to review at regular intervals. This is not an exclusion.

1.3.2 For medical reasons, a pupil's presence on the school site represents a serious risk to the health or safety of other pupils or school staff. In these circumstances a Headteacher may send the pupil home after consultation with the pupil's parents. This is not an exclusion and may only be done for medical reasons

1.3.3 As part of an agreed arrangement within the Pastoral Support Plan.