



Behaviour policy

Values and Intent

We believe that learning can only take place in an environment that enables children to feel safe, secure and cared for. We aim to create an ethos where children and adults are valued and encouraged within an atmosphere of mutual trust and respect; where good behaviour is praised and poor behaviour is addressed in a consistent manner.

The ethos of the school is established by:

- A shared understanding of our school values – **Belonging, Respect and Responsibility**
- An understanding of how to model behaviour on through our learning characters:
 - **Tough Tortoise**
 - **Positive Penguin**
 - **Kind Koala**
 - **Curious Chameleon**
 - **Wise Owl**
 - **Team Ant**
- Shared expectations of very good behaviour
- A common teaching and learning approach
- Clear and consistent school rules that are displayed in every classroom and around our school. Our school rules are:
 - **We listen to each other**
 - **We are responsible and safe**
 - **We always try our best.**
 - **We respect everyone and everything.**

Relationships

Relationships between all stakeholders are the foundation to ensure that positive behaviour is embedded within our school. We value the role that parents and families play, both in the life of school, and in their children's education. Parents who value the education of their children should also place importance on good behaviour, meaning both home and school support each other. Our inclusive ethos places relationships at the heart of every interaction and supports the whole community to include our children, staff and parents/carers.

Leadership and management

Behaviour in school is everyone's responsibility and everyone works together to promote and model positive behaviour. We ensure that there is clear understanding of our values and rules and that these are well communicated across our school community.

Behaviour is continuously monitored by staff to ensure that if a child's behaviour becomes a cause for concern, this is addressed as quickly as possible.

Expectations of staff

- To show respectful behaviour towards others will be modelled at all times by all adults in school.
- To build positive relationships with parents and carers to ensure high quality support for children.
- To take responsibility for the good behaviour of the children and to always treat children fairly, respectfully, consistently and sensitively.
- To meet and greet children at the start of the day.
- To listen to children and hear their point of view.
- To understand that poor behaviour may well be communicating that a child is unhappy or unsafe, and to follow safeguarding policy and procedure if necessary.

- To handle incidents of poor behaviour sensitively, especially for children in distress, listening carefully to establish the facts, and dealing with incidents appropriately.
- To record all behaviour incidents appropriately
- To recognise and reward children who are demonstrating our values and rules.

Expectations of children

- Children are encouraged to take responsibility for their own behaviour and to take pride in their school, their class, their work and their environment.
- Children know our expectations and they can expect to be praised when they follow the rules, and sanctioned when they do not.
- Children are expected to walk in classrooms and corridors, using a quiet voice.
- Children are expected to tuck their chairs under their table and tidy away the resources they have been using.
- Children are expected to speak respectfully to everyone in school.

Expectations of Parents and Carers

- To support their children to behave well in school
- To engage with staff if there are concerns about their child, informing school about any issues at home that might affect a child's learning or behaviour.
- To behave respectfully to each other on site.
- To engage in Individual Behaviour Management Plans that are put in place and attend meetings to discuss this and play an active role in supporting their child.

Expectations of the Leadership Team and Governors

- To monitor this policy to ensure it is effective.
- SLT will undertake observations in classrooms and on the playground to evaluate standards of behaviour which will be shared with Governors.
- To track behaviour incidents in order to address any systemic concerns.
- To report behaviour data at FGB meetings, including numbers and types of incidents and governors will use this information for target setting.

School Systems:

Developing a culture of good behaviour

Children know and are regularly reminded of school expectations. We believe it is important to give all children genuine praise for good behaviour. Process praise will be used to reinforce high expectations of behaviour for other children to mirror ("Well done Sam, you are walking, not running", "Thank you Lucy for not shouting out").

Behaviour curriculum

Our curriculum teaches children to understand and manage their own feelings and behaviours (see RSE policy). The wider SMSC curriculum teaches children about tolerance and respect for others. We use collective worship, assemblies, circle times and other parts of the school day to teach and reinforce expectations of behaviour. Therapeutic classroom strategies are implemented to support children with trauma backgrounds to manage their behaviour. Class circle times take place every day after lunch and are attended by the lunchtime supervisors so that positive behaviour can be praised, and negative behaviours discussed and addressed. This is so that the children are aware that the same expectations are held at lunchtimes, as at other times.

Recognition of good behaviour

- The school behaviour chart linked to our learning characters is visible in each classroom and used to praise individual children for their learning attitudes and behaviour. Children move their named peg when they display these attributes.
- We do not give extrinsic rewards, such as stickers, to individual children unless they have a specific Special Educational Need where this is deemed appropriate and advised by SENCo or outside agencies.

- Each class has a visual display of class rewards. Class rewards are earned by the class for good behaviour. The whole class can earn rewards by working together and gaining a class treat.
- Lunchtime supervisors will promote good behaviour at lunchtimes and will offer class rewards when appropriate.
- Children who behave particularly well at lunchtime will be chosen for 'Top Table' and will eat their lunch with the head teacher.
- Children may also be rewarded for good work, good behaviour or good attitudes by being sent to the office to share their success with SLT.
- Parents and carers may be sent notes either verbally, or on Tapestry to praise success.
- A weekly celebration assembly recognises positive achievements and children are awarded certificates, linked to our school values.

Management of Unacceptable Behaviour (see also anti-bullying policy)

Unacceptable behaviour can range from disruption such as calling out in lessons, to violence or bullying, and sanctions will be given as appropriate. In all cases, the behaviour will be discussed with the child as to why that behaviour is wrong. Adults will comment on the behaviour, not the child, and discuss what to do in the future ("Tell me what you will do next time this happens?"). When a child is rude or unkind to adults or other children, they are expected to apologise politely, directly to the other person.

Sanctions for Unacceptable Behaviour

If a child does not meet our expectations of behaviour, we may use any of the sanctions below:

- Verbal warning.
- Further verbal warning
- 5 minutes time out of continuous provision (Year R), Star time (Year 1) or playtime/lunchtime.
- Sent to parallel classroom
- Second consecutive warning or persistent poor behaviour- sent to Head teacher's office.
- If a child displays physical aggression towards others, they will **always** be sent to the Headteacher who will contact parents and carers to discuss how they can support the school in addressing the behaviour.

Continued Unacceptable Behaviour

At all times, when a child displays continued unacceptable behaviour, the parents/carers will be informed. If a child displays physical aggression to another child or adult, parents/carers will be informed. This will also be the case if a child uses unacceptable language to another child or adult (deliberate swearing or using derogatory terms).

Where unacceptable behaviour continues, any of the following strategies may be used:

- Use the Behaviour Management Toolkit to identify causes of behaviour (available in school)
- The SENCo and teacher will complete an Individual Behaviour Management Plan (IBMP) with parents/carers.
- Involvement of outside agencies – such as Behaviour Support Team and/or Educational Psychologists.
- Parents and carers may be asked to support their child in school through an agreed partnership where they attend and work alongside their child in the classroom to help embed positive behaviour strategies. This would be in consultation with the Headteacher and SENCo.

Recording and tracking unacceptable behaviour

Behaviour is robustly tracked, recognising that this can be an indicator of a safeguarding concern.

- Behaviours that are out of character are recorded on CPOMs and monitored.
- Behaviours that hurt other children either verbally, or physically, are recorded on CPOMs and monitored.
- Where behaviour has escalated, incidents may be tracked on an ABCC form to try to identify triggers. A note is placed on CPOMs to show that behaviour is being logged in this way.
- All instances of physical restraint will be recording according to the Physical Restraint Policy.

Pupil support and interventions

It is the role of all staff to support behaviour within our school. All staff will build and establish relationships with children so that they are an emotionally available adult to all the children. This will mean that children have a range of emotionally available adults, if needed. There are specific adults who have dedicated time

to focus on promoting positive behaviour. We have members of staff with specific training to support children through short and longer-term interventions, including two ELSAs and Trauma Informed Practice.

Racist remarks, and other targeted abuse

Incidents of racist behaviour will not be tolerated and will be reported to the Local Authority in accordance with guidelines. Staff will be alert to prejudice, or harassment of, those with protected characteristics under the Equality Act, and will take action accordingly.

Violence towards children or adults in school

We recognise that some children have additional emotional and behavioural or mental health needs and struggle to regulate their behaviours. When children are unable to regulate their emotions they may lash out or try to hurt others. Adults will be alert to these children and ready to step in to prevent harm to the child or others around them. It may be necessary to restrain or remove a child from the classroom to avoid others being frightened or hurt. Team Teach strategies will be used in these circumstances and restraint only conducted by trained members of staff, the Headteacher and Deputy Headteacher/SENCo (see Physical Restraint policy). All use of restraint will be recorded according to this policy and the SENDCo will be involved in supporting these children.

Pupil transition and development

Change is a normal part of life and can provide opportunities for children to develop their resilience. Whether a child or young person is joining our school, or leaving to join another school or at the end of KS1, this transition period needs to be carefully managed.

If a child struggles with a transition it can have a negative impact on their wellbeing and academic achievement. We recognise that transition is even more challenging for some pupils, including those with:

- additional learning needs
- mental health difficulties
- challenging behaviour
- experience of trauma, such as those in care
- anxiety

To support successful transition, we will:

- Engage with parents and carers and support them in their child's transition.
- Work with our pre-schools and junior school to identify children who may require additional support when they arrive or leave our school - and develop strategies to support them.
- Use health & wellbeing lessons (taught through our Scarf PSHE) to prepare pupils and help them to learn skills to aid with change and transition. These skills will help pupils prepare and cope with change by focusing on how to recognise and manage thoughts and feelings, build resilience, and also learn how to problem-solve.

Expectations and reasonable adjustments for pupils with SEND

Our school's culture will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils, including those with SEND, can achieve and thrive both in and out of the classroom, and high expectations are maintained for all pupils. We recognise that schools with good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

We recognise that some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. To support children with SEND we will use an assess, plan, deliver and review cycle to measure the impact of the support being provided.

As a school we are aware of our duties under the Equality Act 2010 and will take such steps as is reasonable to avoid any disadvantage to a disabled pupil caused by the school's policies or practices. We know that under the Children and Families Act 2014, we have a duty to use our 'best endeavours' to meet the needs of those with SEND and we will adapt our strategies and approaches to ensure that SEND children are at no disadvantage and that we meet their needs. This may involve an individualised approach

(ADPR/IBMP) when dealing with behaviour and recognising that some behaviours are due to the SEND needs of the child not merely 'poor behaviour'.

This may include:

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- training for staff in understanding conditions such as autism;
- targeted behaviour and learning reward systems, designed with the child.

The SENCo will map the provision for SEND children and this may include additional provision, planning, strategies, approaches or support to allow them to flourish, achieve and thrive. Risk assessments will be used, when appropriate, to ensure the safety not only of the child but also the other children.

If a pupil has an Education, Health and Care Plan (EHCP), the provisions set out in that plan must be planned and provided for. The school will create individualised plans for these children and ensure that the steps within the plans are 'broken down' into small achievable chunks. We work jointly with outside agencies to ensure that we provide the very best for all children.

Fixed Term Suspension

This will only be used and enforced when the child's behaviour has breached the threshold within this policy or by allowing them to stay in our school they would seriously harm their education or welfare, or the education or welfare of other pupils.

If this is the case then a fixed period of suspension will be used to allow time for the school to make any changes deemed necessary to modify, on return to school, the behaviour that the exclusion was given for.

Fixed term suspensions will only be sanctioned by the head teacher, or by the deputy if the headteacher is not contactable i.e. through illness. No child will receive fixed term suspensions which total more than 45 school days in one school year. If a child is to receive a fixed term suspension, then we will contact the parent on the day of the suspension by phone and follow this up with a letter giving the fixed period of suspension and the reason for it and inform the parents that it is their duty for the period of the suspension to ensure that the child is not present in a public place during our school hours.

After the time period of the suspension is completed the child and parent will come to a reintegration meeting with the HT or DHT at a specifically given time. This will allow both parties to discuss the suspension and for the school to share the modified behaviour plan with the child and parent. The school will notify both the LA of the suspension. For further information, please see our Fixed term suspension and permanent exclusion policy.

Permanent Exclusion

Permanent exclusion will only be used as last resort after exhausting all other avenues to improve behaviour. If a child is permanently excluded, Governors will review the Headteacher's decision and will inform the parents of their views. Parents would be informed of their rights to appeal, by letter, to the local authority, if after Governor review the exclusion was upheld. The school will follow statutory guidance on exclusion (see www.gov.uk/government/publications/school-exclusion). For further information, please see our Fixed term suspension and permanent exclusion policy.

Use of force and powers to search

We reserve the right as stated in the DFE guidance 'Searching, screening and confiscation 2022' to search and confiscate anything which may harm and put others at risk.

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil)
- Tobacco and cigarette papers

- Fireworks
- Pornographic images

Link to other policies and documents

Relationships and Sex Education policy

PDL curriculum overview

Anti-bullying policy

Physical Restraint policy

SEN policy

Fixed term suspension and permanent exclusion policy.

Child protection and safeguarding policies

Equality statement

Behaviour toolkit

DfE “Behaviour in Schools” September 2022

DfE “Searching, Screening and Confiscation. Advice for schools”. July 2022

Reviewed by Governing Body: September 2023

Next Review: September 2025