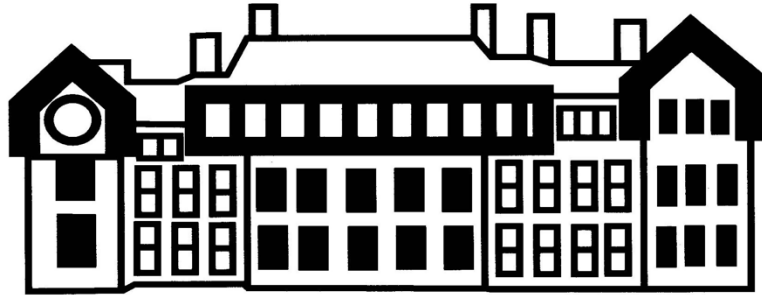


GORDON



SCHOOL

Behaviour & Relationships Policy

Ratification date: November 2022

Review date: November 2025

Signed _____ Headteacher

Signed _____ Chair of Governors

Behaviour & Relationships Policy

See also:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Inclusion and SEND Policy
- Equalities Statement
- PSHE Policy
- Code of Conduct
- Looked-After Children Policy
- Mental Health and Well Being Policy
- Health, Safety and Welfare Policy
- Behaviour in Schools (DfE) – September 2022
- Searching, Screening and Confiscation at School (DfE) – July 2022 update
- School Suspensions and Permanent Exclusions (DfE) – September 2022 update

1, Our Philosophy for Relationships and Behaviour

Gordon Primary School is a caring, happy and safe community where everyone is treated with kindness and respect, and diversity is celebrated. We believe that our school motto - *be the best you can be* – together with teaching which engages and excites children, creates a school where learning behaviour is excellent and children develop good interpersonal skills which enable them to regulate their own behaviour in and around the school. This equips our pupils with the skills and knowledge they need to function as positive members of the community, both now and in the future.

Establishing and maintaining strong, positive relationships between pupils, staff and parents where everyone is valued and respected, forms the basis of our approach towards behaviour. All adults who enter our school are expected to model positive and respectful behaviour between themselves and with children.

We understand that behaviour conveys an underlying need or message. **Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult, encourages you to help them through their distress.**

This policy is developed to give guidance to staff on how to promote positive relationships and behaviour in the school. The procedures and guidance ensure that a clear and consistent approach towards behaviour is understood and maintained throughout the school community.

We recognise, that for some pupils, variance on these procedures will be necessary in order to meet their specific social, emotional, learning or medical needs. They may require a personalised approach.

2, Our School Expectations (Rules)

It is important to have high expectations for our pupils whilst recognising that some children have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site:

Pupils are expected to:

- Be respectful.
- Be ready to learn.
- Be safe.

3, Roles and Responsibilities

All members of the school community have roles and responsibilities in regard to behaviour and positive relationships:

The Governing Body

- The Governing Body is responsible for reviewing and approving the written Statement of Behaviour (see Appendix 1)
- The Governing Body will also review this policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

- The Headteacher is responsible for reviewing this policy.
- The Headteacher and the Senior Leadership Team will ensure that the school environment encourages positive behaviour, that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Assistant Headteacher (Inclusion) / Inclusion Manager

The Assistant Headteacher is responsible for leading on this policy and ensuring it is implemented effectively as well as:

- Ensuring there is effective training for staff
- Overseeing the specific needs of pupils across the school
- Providing support to staff, pupils and parents as necessary
- Linking with outside agencies to offer additional services
- Acting as line manager to the Learning Mentor and TAs
- Ensuring that all tracking and reporting of incidents and additional needs are up to date

The Staff

The staff (teaching and support staff) are responsible for:

- Implementing this policy effectively
- Modelling positive behaviour and relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording ongoing or serious behaviour incidents and reporting to the Senior Leadership Team
- Liaising with parents / carers

The Senior Leadership Team will support the staff in responding to behaviour incidents.

Learning Mentor

The Learning Mentor is responsible for:

- Providing specific support for children experiencing any difficulties, whether this is an ongoing need or a short-term difficulty a child may be having
- Facilitating the Lunch Club in the Sanctuary Room during lunchtimes – this is a space for children who find the playgrounds overwhelming, have difficulties managing relationships or who need support with their behaviour
- Provide one-to-one or group work to support emotional health needs and mindfulness
- Run the Nurture Room – this is a space used to nurture the emotional well-being of individual children
- Liaise with parents / carers and support the rest of the staff in their work with children who have additional needs

Parents and Carers

Parents and carers are expected to:

- Support their child in adhering to the Gordon School rules
- Model positive behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Support the school where necessary with the implementation of consequences and behaviour plans

4, Promoting Good Behaviour

Good behaviour is central to a good education and we continually work to maintain high standards of behaviour in our school so that:

- good behaviour and respect for others is encouraged and expected
- there is a clear understanding of the acceptable standards of behaviour
- pupils develop self-discipline and the proper regard for authority
- all forms of bullying are prevented
- pupils complete any tasks reasonably assigned to them in connection to their education

There are many factors that contribute to the promotion of good behaviour. The information in this section is supplemented in Appendix 2: Approaches to Positive Recognition and Classroom Strategies

Delivering High Quality Lessons and Establishing High Standards and Expectations

Staff are expected to:

- Model consistently good learning and social behaviour.
- Ensure that lessons are appropriately planned, prepared, resourced, meet the needs of all pupils, are engaging and are ready to be delivered.
- Be aware that the lack of consistency and preparation on the part of the teacher can exacerbate poor behaviour.

- Communicate in a clear, calm and respectful manner.
- Use agreed school scripts:
 - *“Keep hand and feet to yourself.”*
 - *“Eyes on me.”*
 - *“The instruction is ...”*
 - Follow an instruction with *“thank you”* instead of *“please”*
 - *“Silent voices / partner voices / table voices”*
 - *“I can see you are feeling ...”*

Using Praise and Recognising Good Behaviour

- Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. It is important that children who make good choices are recognised and praised.
- Children are encouraged to be polite and respectful towards others. This is encouraged and modelled by adults and by older children, e.g. Year 6 monitors.
- All members of staff are committed to using positive behaviour reinforcement by doing all we can to avoid humiliating a child, overreacting or giving blanket punishment. Instead we work on building positive relationships, and strive to use humour, keep calm and be positive. We get to know pupils as individuals and try to leave the child on a positive note after dealing with situations.
- Children’s achievements are acknowledged in a variety of ways, which include house points, other in-class rewards systems, commendations in assemblies and Headteacher stickers.

Teaching Children about Good Behaviour and about Respecting the Rights of Others

- Teaching children about good behaviour and the importance of respecting the rights of others are key aspects of Spiritual, Moral, Social and Cultural (SMSC) development. SMSC development is promoted through our curriculum, the ethos of the school and the development of positive attitudes and values and planned time for reflection.
- As part of our curriculum children are involved in stories, assemblies, planned activities, learning opportunities and games where they learn and discuss what good behaviour means and how to resolve situations where they are unhappy about their own behaviour or that of others. Some of this learning takes place explicitly in Personal, Social and Health Education (PSHE) lessons or in other subjects such as responding to a text in an English lesson. Teachers will also lead discussions when particular issues arise in their classes or the playground that are affecting the learning or wellbeing of the children.
- Children are given many opportunities to work collaboratively in class, which helps them to share and take turns, listen to others and value their opinions.
- Children are encouraged to recognise that whilst we all have similarities we also have differences. Developing an appreciation of other’s beliefs, actions and cultures and how they may differ to our own is promoted and leads to deeper respect and understanding.
- Class Contracts and whole school expectations are displayed in the classrooms.

Helping Children Feel Safe

We recognise that in order for children to feel happy and to develop positive relationships they need to feel safe. As adults it is important that we:

- Treat children fairly in that they have access to the support they need. (This does not necessarily mean that all children are treated 'the same'.)
- Build positive relationships with all children we have contact with
- Establish clear routines for inside the classroom and around the school and maintain them consistently
- Apologise if we make mistakes
- Use and model the use of 'the zones of regulation' to help children name and exercise some control over their emotions
- Avoid shouting or using derogatory or humiliating language when speaking to children or to one another
- Teach children ways to manage minor incidents independently and communicate to the other person when they don't like what is happening
- Encourage children to identify a 'safe adult' in the school they would feel comfortable speaking to about difficulties with friendships, behaviour, learning or issues at home, etc.
- Recognise that when children demonstrate behaviour which distracts themselves or others that there is usually a reason behind this
- Provide opportunities to children to share concerns in safe ways, e.g. class / individual worry boxes.
- Teach children how to stay safe on the internet, and particularly when using social media
- Are vigilant in recognising changes in children's behaviour and speaking to parents / carers about this, if appropriate
- Follow the school safeguarding policy at all times

5, Supporting Pupils to Change their Behaviour

Any behaviour which falls below the expectations of the school (e.g. disruption to learning, disrespectful conduct or unsafe actions) requires some level of intervention. See Appendix 3: Addressing Inappropriate Behaviour

Helping Children to Resolve Difficulties

When children fall out they are supported and given time to listen to each other's points of view. They are encouraged to consider how their actions have made others feel and come to an agreement about how arguments and disputes can be resolved and avoided in the future.

Members of staff are trained in restorative thinking – an approach which focuses the individual on their responsibilities to the rights of others and enables those who have been harmed to convey the impact of the harm to those responsible. We aim to deal with conflict peacefully and fairly, while promoting a safe caring environment where problems can be resolved successfully. To do this we use the following questions:

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected and in what way?
- How could things have been done differently?

- What do you think needs to happen to make things right?

The restorative approach does not preclude using sanctions, but it does provide a framework for making them more meaningful as everyone is involved in decision making.

All children break the rules from time to time. When this happens staff can often change this by either praising other children for doing the right thing (for example “well done, you’re listening really well”) or acknowledging the child is having difficulty (“I can see you are finding things tricky to day.”)

Developing a focus on a ‘growth mindset’ approach to behaviour helps children to regulate and gives them a way forward. Comments that can help include:

- We are all learning how to be in relationships.
- Everyone makes mistakes. We learn from our mistakes.
- With support, we can reset and make things better.
- Each day / each session is a fresh start

Actions and Sanctions

Class teachers use a variety of visual cues and systems to promote good behaviour and inform children when their behaviour is having a negative effect on their learning and the learning of others. All systems adopted help give children ownership of their behavioural choices and give children the opportunity to redeem themselves.

When a child is not behaving as expected, staff always refer to a child’s behaviour rather than the child, consider the context of the situation and the children involved and allow children ‘cooling off time’ if and when necessary before investigating a situation. It sometimes helps to send the child to another class or quiet space so they can have some time to calm and reflect on their behaviour.

Sometimes children do not respond to strategies in class or behave in such a way that they need to be removed from the situation. In these cases, an adult will record the details on CPOMS (our electronic recording system) and if necessary, will share information with a member of the senior leadership team (SLT) depending on the frequency and severity of incidents.

Where appropriate the school may use a variety of strategies, including those listed below:

- A verbal reprimand
- Moving a child to a quiet area in the classroom
- Sending a child out of class for time to regulate – this may be outside the classroom for a few minutes with a Teaching Assistant or spending time in another classroom
- Keeping a child in for some or all of play time
- Referring a child to a member of SLT
- Letters or phone calls home to parents / carers
- A contact book between home and school
- Agreeing a behaviour plan

See Appendix 4: Raising Concerns about a Child’s Behaviour

Responding to Unacceptable Behaviour

All incidents have to be seen within their own set of unique circumstances and dealt with accordingly. Here are some broad outlines that can be applied:

Incident	Type of response
An incident has been caused against another person – unkind words / physical hurt	The person affected by the action should receive an apologetic gesture. This can be in the form of verbal, written or drawn apology or an action.
Incident relating to theft, damage to property, etc.	Where possible a natural consequence should be used such as cleaning up the mess or paying for replacement of item. Where there is a cost for replacement of an item that has been damaged, this cost may be sought from the child following discussion with the family.
A particular activity has been causing issues e.g. football at break time	Work with staff needed in order to ensure subsequent participation can be successful, e.g. having reduced time / increased supervision / not taking part in the activity for a limited time.
A child being disruptive in lesson	The child remains inside for some of break / lunch time to catch up with work that hasn't been completed or work may be sent home. AND The child has a short discussion with the teacher regarding their behaviour and how to improve in the next session.

Management of Behaviour in the Playground

In the playground, we have similarly high expectations of all children. Consistency of support and keeping contact between the members of staff on duty and the class teachers is integral to the smooth running of the school.

At lunchtimes children have access to a range of support to help them have a happy and successful break. Every lunchtime children have access to:

- Lunch Club in the Sanctuary Room with the Learning Mentor and a TA
- Assistant Head for Inclusion and TAs in the playground and lunch hall
- Lunchtime staff
- A range of clubs – singing, music, sports, etc.
- Rainbow Ambassadors – children trained to support peers with friendships

Lunchtime Supervisors follow the overall principles in this policy in regard to dealing with children e.g. talking politely to the children, using wondering questions and listening to the children. Children who are having difficulties may be asked to sit in a supervised quiet space to reflect and calm or walk with an adult.

The use of 'bans' from certain activities should be avoided e.g. bans from football. However, if the child's actions are causing an issue, the child may be asked to leave the area for a short period or stand with a member of staff to help resolve the situation. This should be for a period long enough for the child to be helped to regulate and not used as a punishment.

Any immediate and significant concerns about a child must be brought to the attention of the Assistant Head.

The table below provides guidance on how to address a range of behaviour concerns:

Child requires minor support on one occasion	Needed support on a number of occasions (more than two)	Significant support required
<ul style="list-style-type: none"> • answering back • shouting in the dinner hall • reminder to do the right thing 	<ul style="list-style-type: none"> • repeated answering back • disruptive • repeated shouting • repeatedly not following instructions • general pushing and shoving • running off • being unkind 	<ul style="list-style-type: none"> • Fighting • Purposely destroying equipment
<ul style="list-style-type: none"> • Verbal reminders 	<ul style="list-style-type: none"> • Escalate to Senior Midday Supervisor • Record on CPOMs 	<ul style="list-style-type: none"> • Inform a member of Leadership • Record on CPOMs

Procedures for the end of playtime / lunchtime:

- The staff must go out to the playground before bell rings
- The staff on duty raise their hands to signal to colleagues that it is time to ring the bell.
- The bell is rung – children stand still and wait quietly
- After a short period, a second bell is rung and children walk in a calm manner to their lines
- The staff on duty remain to support children getting to their lines
- One member of staff stays in the playground until all children have entered the building. The external doors are then shut.
- Staff not on duty need to be supervising the stairs.

Off-Site Behaviour, including Online Incidents

The school's duty to protect pupils extends beyond the premises and outside of school hours. This policy applies where a pupil has acted unsafely or not followed school rules off-site when representing the school, such as on a school trip or on the way to and from school. The school will also address behaviour issues resulting from pupils' online activities even if these happen away from school premises and outside of school hours. If parents / carers have a concern about an incident that has happened outside of school hours, they should inform a member of the Leadership Team.

Responding to the Behaviour of Pupils with Special Educational Needs and / or Disability

The school recognises its legal duty under the equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be fair, meaning that it will be differentiated to cater to the needs of the pupil. 'Fair' in this sense does not mean that all children are treated in the same way.

The school's SEND team will reflect on a pupil's behaviour and consider if their actions are communicating an unmet need to determine if an unmet need (such as a sensory need).

Advice will be sought from specialist teachers, educational psychologists, medical practitioners and/or other agencies, to support us in understanding the child's behaviours.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents / carers to create the plan and review it on a regular basis.

Details of how to support the child will be shared with all relevant staff.

Pupil Transition

Moving into a new year or a new school can be a challenge, particularly for vulnerable children. At the end of each year all children meet their new teacher and spend some time getting to know them. In addition, children who find change a particular challenge may meet their teacher individually, sometimes with their parents / carers. Resources will be provided to support their transition.

Staff will have time to exchange information about children. In addition, we liaise with secondary schools in order to ease the transition for Year 6 going into Year 7.

6, Responding to Serious Incidents

The aims of any response to behaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of the behaviour.

Major Ongoing or Serious Concerns

In all cases where behaviour is a significant cause for concern, records are kept on CPOMS. This allows staff to track incidents and reflect on patterns over time and establish support that needs to be put in place. Incidents should be recorded on CPOMS by the person dealing with it. The class teacher, Inclusion Manager and Head Teacher should always be alerted to any behavioural incidents on CPOMS.

Staff (teachers and TAs) should aim to deal with behavioural incidents so that the restorative actions and consequences happen in as short a time as possible. It should only be escalated to the Leadership Team if further actions are needed or an immediate response is needed and cannot be undertaken by the member of staff dealing with it.

Where there is an incident where a child is exhibiting unsafe behaviours, immediate support should be sought from another member of staff, the Learning Mentor or member of the Leadership Team. The primary objective of all staff must be **de-escalation** and safety. Staff must be aware of need to remain calm, consistent and in control. Children need to be feeling regulated if they are to reflect on an incident, repair and discuss and accept consequences. This is likely to mean that restorative actions and consequences are delayed. A highly distressed child may take up to several hours to calm. Staff must avoid emotional responses to children's behaviour. If they are finding this a challenge, other staff must be ready to support and change roles.

We recognise the challenges for staff when supporting ongoing difficult and serious behaviour incidents. Support for staff is available from the Inclusion Team and Leadership Team.

When an incident occurs, a judgment is made by the teacher and / or member of leadership as to whether parents / carers need to be informed. As far as possible parents / carers need to be informed on the same day. If an incident has occurred between two children, both sets of parents / carers must be contacted. The severity of the incident, any continuing difficulties the incident is likely to cause and the child's history of involvement in such incidents need to be considered.

Racist, Homophobic, Transphobic and Bullying Incidents, Sexual Violence and Harassment

Racist, homophobic, Transphobic and bullying incidents, sexual violence and harassment, and any other abuse against a person with a protected characteristic, are not tolerated at Gordon Primary School. All incidents of this nature are treated seriously, will involve working with the child and parents / carers, will be recorded on CPOMS and reported to the Governing Body. Advice may be sought from agencies outside the school, such as the Local Authority Inclusion Team or Children's Services. More information about our procedures can be found in our Anti-Bullying Policy and Safeguarding Policy.

Persistent Poor Behaviour

Where there are on-going concerns about a child's behaviour, parents / carers will be informed. It is important that home and school work together to identify the cause of the behaviour and ways to address it. This can include:

- Parent / carer meeting with the class teacher and / or member of SLT
- Referral for assessment of underlying need which might be affecting behaviour, for example:
 - hearing
 - eyesight
 - speech and language
 - mental health or wellbeing
- Referral to the school SENDco
- Referral to school learning mentor
- Intervention programme led by a Teaching Assistant (e.g. social skills group)
- Referral to the Local Authority's Inclusion Team and drawing up of a behaviour plan with objectives agreed by parents / carers, school and child

- Team around the child (TAC), to include any professionals working with the child

Physical Intervention

The law states that, in some circumstances, it is permissible for staff to use reasonable force to prevent a pupil from:

- Committing an offence
- Injuring themselves or others
- Damaging property

and to maintain good order in the classroom

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the dignity and safety of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents
- Be carried out by a staff member who is trained and experienced in using holds

Searching and Screening Pupils and Confiscation

Certain items have no place in a primary school and being in a child's possession constitutes a significant safeguarding risk. Therefore, the Headteacher and authorised school staff may use such force as is reasonable given the circumstance when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Force cannot be used to search for other items that are banned in school, such as mobile phones, unless the staff reasonably suspect that they have been or are likely to be used to commit an offence or cause harm.

In the very unlikely circumstance that a search was deemed necessary and appropriate, two members of staff must carry out the search. However, before this, the matter must be discussed and agreed by the Senior Leadership Team. Parents / carers must be informed immediately.

Suspension and Permanent Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Suspension and permanent exclusion can be used in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Very rarely, it may be necessary to suspend or permanently exclude a child as a result of their behaviour. This can be:

Internal suspension	This is where a child is removed from their classroom
----------------------------	---

in school	and the playground for a fixed period of time. This will be supervised by a member of the SLT
Additional notes: An internal suspension is not recorded as an official suspension and there is no right of appeal.	
Suspension from school	This is where a child cannot enter the school site, and can be for fixed number of days (up to 45) or for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.
Additional note: Parents / carers can appeal to the Governing Body to overturn a suspension from school if the child has been suspended for more than five days or if the child will miss a national curriculum test.	
<p>For a suspension of more than five school days, the school will arrange suitable full-time education for any pupil of compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension. Where a child receives consecutive suspensions, these are regarded as a cumulative period of suspension for the purposes of this duty. This means that if a child has more than five consecutive school days of suspension, then education must be arranged for the sixth school day of suspension, regardless of whether this is because of one decision to suspend the pupil for the full period or multiple decisions to suspend the pupil for several periods in a row.</p> <p>A child who has been suspended will be brought into school by their parent / carer to attend a reintegration meeting with the Headteacher on the day they are due to return. The child will then be supported to be reintegrated back into school in a way appropriate to the child's needs.</p>	
Permanent exclusion	This is where a child can no longer attend the school. The Headteacher has sole responsibility for decisions regarding exclusion from school. Parents are always notified of the reason for the permanent exclusion and have the right to appeal against exclusion to the Governing Body.
For more information, please see the DfE document: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England, September 2022	

Involvement of Parents

Establishing and maintaining positive relationships with parents is vital in being able to work together to support a child who is having difficulties or where an incident has occurred.

General relationships between parents / carers and the school are fostered through the welcoming ethos of the school, and friendly, polite and professional conversations, where parents / carers feel they are listened to and their suggestions are considered. Parents / carers have the right to make requests of the school (and

for them to be acted upon if they are appropriate, reasonable and aligned to the school's ethos and policies). A frustrated or angry parent should still receive a polite and professional response.

For most children (unless there are specific safeguarding concerns) teachers should liaise directly with parents / carers if they have concerns. This should be face-to-face or via a telephone in order to ensure there is dialogue. End-of-the-day conversations in the playground in front of other parents / carers should be avoided. A phone call before the end of the day should be made. Depending on the child and support work taking place, the contact may be made by the class teacher, Learning Mentor or a member of the Leadership Team.

The incident and follow-up conversation are logged on CPOMS.

7, Monitoring and Review

The Governing Body will review this policy in conjunction with the Headteacher. Senior Leaders will work with the whole school community in monitoring the policy's effectiveness and will incorporate updates in national guidance. This policy will be reviewed in three years, or sooner if members of the school community identify aspects that need amending, or there are changes in the national guidance.

Appendix 1: Written Statement of our Behaviour Principles

Gordon Primary School is a caring, happy and safe community where everyone is treated with kindness and respect, and diversity is celebrated. Positive relationships are nurtured and are viewed as key to safe and respectful behaviour.

It is the responsibility of all staff to ensure that all pupils of the school maintain safe and respectful behaviours at all times. This is achieved by high expectations of all, well planned lessons, predictable routines and positive relationships throughout the school.

Pupils play a key role in the promotion of acceptable behaviour.

Parental support is essential in promoting positive behaviour in pupils.

Our Behaviour & Positive Relationships Policy is underpinned by:

- **Restorative practice** which aims to build community through promoting positive relationships and managing conflict by repairing and strengthening these relationships
- **School rules**, which apply to the whole community. We expect all members of the school community to:
 - Be respectful
 - Be ready to learn
 - Be safe
- **Core values** which feed into the ethos of our school and include:
 - Honest and kindness
 - Respect and co-operation
 - Curiosity and creativity
 - Ambition and resilience
 - Empathy and integrity

Aims of our Statement of Behaviour

1. To ensure that praise, encouragement and rewards are used effectively to promote achievement and good relationships.
2. To ensure that everyone is treated equally and that bullying of others is not tolerated on any grounds, including ability, additional educational need or disability, age, culture, faith, gender, ethnicity or sexual orientation.
3. To develop self-discipline, self-control and a sense of responsibility for the school and its environment.
4. To encourage members of the school community to demonstrate respect and courtesy to one another, to visitors to the school and our community neighbours.
5. To provide a clear and precise framework which all colleagues, parents and pupils view as being fundamental to enhance learning and achievement.
6. To promote our school's expectations and ethos through our school rules, values and motto.

7. To ensure that there are clear and consistent approaches to maintain safe behaviours
8. To provide challenge and support for pupils whose behaviour is communicating an underlying need
9. To provide appropriate support for colleagues and parents / carers in managing behaviour effectively,
10. To ensure effective management of teaching and learning with well organised classes and lessons that are stimulating, appropriate and differentiated

Signed

Chair of Governors Date.....

Headteacher Date.....

Appendix 2: Approaches to positive recognition and classroom strategies

The most important aspect in children feeling valued, safe and secure is the sense of connection with members of staff. For most children this can be achieved by a simple acknowledgment of the child and the child having the knowledge that the member of staff has them in mind, cares about them as a person and cares about what they are doing.

We recognise that every child is an individual and that all children are at different stages in their learning and development. Achievement is based on their own personal progress, and not as a comparison with others.

Positive recognition can be categorised as personal or public. The use of public positive recognition (praise, awards and rewards, etc.) can in addition to the desired positive impact on the target children, have a negative impact on all children but especially on those with additional SEMH needs.

We have reflected carefully about all the types of public positive recognition that are used in order to maximise the positive impact for all pupils and minimise any potential negative associations.

We ensure that systems are not based on control through bribery or the overuse of rewards. Consequences are steered towards those that are natural e.g. child cleans up the mess they caused.

Positive reinforcement	Purpose	What it looks like	Key notes
Use of child's work as an example	<ul style="list-style-type: none"> To celebrate the child To help promote learning 	<ul style="list-style-type: none"> Sharing of work on board Reading out of child's work 	Be mindful of always using the same child's work. Other children may feel they are not good enough.
Individual Praise	<ul style="list-style-type: none"> To give feedback / celebrate child To promote learning / conduct 	<ul style="list-style-type: none"> Give specific feedback 	This can be private or public dependent on the circumstances and needs of child.
House Points	<ul style="list-style-type: none"> To give instant recognition for work and behaviour 	<ul style="list-style-type: none"> Staff gives house point to child and says why. Child records house point on chart in 	Be aware of children who are not getting any House Points. Children should not use this as a comparison to others. House Points cannot

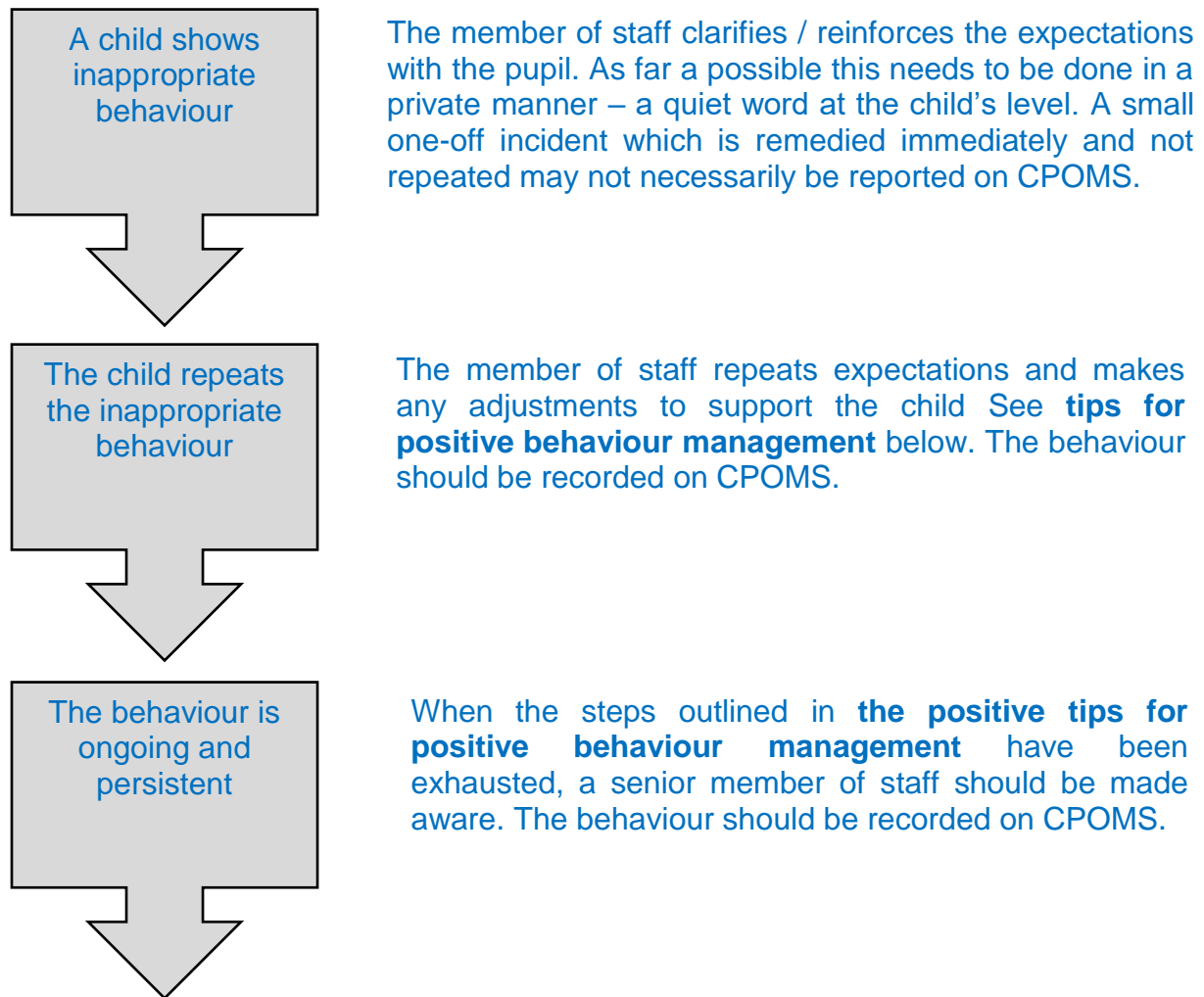
		classroom	be removed. House Points are collected and reported in assembly and the newsletter each week. The House with the most points for a half term wins the House Points Cup.
Communication with parent / carer	<ul style="list-style-type: none"> To celebrate the child 	<ul style="list-style-type: none"> A quick comment at the end of the day. A phone call or email. 	Some parents / carers are sensitive to being approached by staff in the playground
Group Praise	<ul style="list-style-type: none"> To give feedback to a particular group / class 	<ul style="list-style-type: none"> To raise expectations of the group To build a sense of belonging and unity 	Must not be linked to any aspect of competition. Must not be used to shame / name others. Some children may struggle with their own organisational skills and need support with this rather than be criticised by peers for losing points.
Marble in the jar / class rewards	<ul style="list-style-type: none"> To promote and celebrate whole class achievements / behaviour To “catch the class in the moment” 	<ul style="list-style-type: none"> Staff or class teacher awards one point to the class for collective good behaviour Offering a reward when the class reaches their target 	Must not be used to identify any group or individual who have stopped the class getting a point as this could cause a reduction in self-esteem or a culture of blame. Rewards must not be used as a bribe or consequence
Displays charts /	<ul style="list-style-type: none"> To increase recognition of positive behaviour 	<ul style="list-style-type: none"> Individual targets / progress charts Charts can be stuck in books or in a separate 	Do not display any charts which could be used to compare individual or groups and their skills, abilities, targets and achievements. This could generate a ‘better than you’

		document accessible by the pupil / teacher only.	approach and cause a reduction in self-esteem. Focus on individuals making progress at an individual level. Consider personal target sheet or progress sheet.
Commendations	<ul style="list-style-type: none"> To provide a level of recognition greater than at classroom level 	<ul style="list-style-type: none"> Teachers choose a child from the class each week. Praised for behaviour / attitude / effort in Friday assembly and in newsletter. 	Teachers must be conscious of all children being selected at least once during academic year. Whole class commendations do not count as an individual child's commendation.
Attendance Awards	<ul style="list-style-type: none"> To promote the link between good attendance and good progress 	<ul style="list-style-type: none"> A postcard is given out to the three classes with the best attendance each week 	Teachers must be conscious that some children with medical / additional needs may be regularly absent and this could prevent a class from winning. In certain circumstances, this will be considered and a child's attendance may not contribute to the attendance rate.
Key Stage 1 Lining Up Stars	<ul style="list-style-type: none"> To promote good lining up in Key Stage 1 	<ul style="list-style-type: none"> A star is given to the class for calmest and most orderly line 	Teachers must be conscious include classes that may not be the calmest and most orderly, but may be making the best progress. They should also be aware of classes where just one or two children are causing disruption in the line.
The Henry Luk Kindness Award	<ul style="list-style-type: none"> To promote kindness and caring relationships 	<ul style="list-style-type: none"> The staff nominate a child for the half termly 	The staff need to be aware of the same children being nominated every half

	within the school	award. The Head Teacher selects an overall winner. The child holds the cup for a half term and then returns it.	term.
--	-------------------	---	-------

Appendix 3: Addressing Inappropriate Behaviour

Any behaviour which falls below the expectations of the school (e.g. disruption to learning, disrespectful conduct or unsafe actions) requires some level of intervention. The chart below shows the pathway of what to do:



Here are some tried and tested **tips for positive behaviour management**:

- Praise specific good behaviour
- Refocus and re-engage a child with a quiet word / question
- Establish calm and quiet signals for getting attention:
 - a clapping rhythm
 - a bell
 - a hand signal
- Continually observe or scan class behaviour
- Ignore children who persistently call out, but acknowledge them immediately when they put their hand up

- Offer support: “Sam, are you ok? Do you need some help?”
- Ask a wondering question: “Sam, I’m wondering if sitting to close to Chris is making it difficult for you to concentrate. Come and sit here where I can help you.”
- Stop everyone before speaking to the class – don’t speak to an inattentive audience
- Develop a repertoire of ‘looks’ to non-verbally indicate if you are pleased with a child’s actions – be aware that children with communication difficulties may not pick up on these
- Give clear messages that inappropriate behaviour is always unacceptable – not the person who is doing it
- Name the need “I can see you are cross – this might be because you wanted to go in the iPad group. I can see that it is hard. Everyone will get a go this week.”
- Give quiet, firm warning or consequences of misbehaviour – ensure they are consistent and proportionate
- Avoid direct conflict by giving the child a choice of actions
- Provide a quiet lone-working space for children who are distracted (but make sure you can see them)
- Be aware of, and control, your own behaviour, including stance and tone of voice
- Analyse your own classroom performance and learn from it. - this could involve a member of the Leadership Team observing you for constructive suggestions
- Speak to children away from the whole class when having to address inappropriate behaviour
- Always use a calm voice when addressing behaviour
- Ask children to reflect on behaviour – “do you think you have made a good choice?”
- Give a child ‘what do you need’ options such as:
 - Adult support
 - Learning break – walk with an adult / visit to the Sanctuary Room
 - Use of a busy box
 - Work in a different place / quiet space

We consider the strongest approach to support a child is through the relationship with the adult. At all points the adult concerned should be ensuring that they continue to have a strong connection with the child having difficulties. Positive reinforcement should be used so the child knows the adult recognises any efforts they have made.

At the end of the lesson (or during) the adult should talk with the child about the difficulties in the lesson and agree what improvement is needed for subsequent lessons. This does not have to be a long talk and must always end on a positive note. There needs to be an emphasis on learning from mistakes, moving on and resetting behaviour. When the child may be working with a different adult, the adult involved in the initial behaviour always needs to speak to the child as soon as possible to support them to reflect on the behaviours and help them reset.

Persistent low level (occurring more than twice in a week), moderate and more extreme difficulties need to be recorded on CPOMS.

Class teachers are responsible for recording incidents. Where children are in a group, the adult leading the group should inform the class teacher of any concerns. If a regular group is in place, the adult may record behaviour, however the class teacher must still be informed.

Staff on duty at playtimes should inform the class teacher of any concerns and record incidents on CPOMS. Lunchtime meal supervisors should record incidents on CPOMS, or pass on to the lead mid-day meal supervisor.

Incidents are reviewed daily by the Headteacher and discussed with the Assistant Headteacher (Inclusion), other members of the safeguarding team and class teachers. Incidents will usually be discussed with children and parents may be contacted depending on the regularity or severity of the incident. This is recorded as an 'action' on CPOMS.

Appendix 4: Raising Concerns about a Child's Behaviour

As a general principle, when a class teacher has a concern about a child (one-off incident or a general concern), the class teacher should contact the child's parents / carers to inform them of the concern and discuss what is happening in school. This contact should be recorded on CPOMS. When the class teacher considers that additional support or action is required to support a child, the Assistant Head (Inclusion) should be contacted.

If no improvement is made after the initial parent / teacher meeting during an agreed length of time, a formal meeting will be held between the teacher, parent and Assistant Head (Inclusion) or Head Teacher. A written plan with clear targets for improvement will be written and monitored on a weekly basis.

Regular updates will be made to parents and review meetings held.

In summary:

