



Inspiring **Excellence,**  
Inspiring **Partnerships,**  
Inspiring **Individuality,**  
Inspiring **Futures.**



# Behaviour Policy

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The success of the school policy for behaviour and discipline depends on a shared commitment between the school, pupils, parents and carers.

## Contents

<a href="#">1. Purpose</a>	2
<a href="#">2. Roles and Responsibilities</a>	2
<a href="#">3. School Rights</a>	3
<a href="#">4. Strategies for managing classroom behaviour</a>	4
<a href="#">5. Strategies for managing outside behaviour</a>	5
<a href="#">6. Sexual Violence and Sexual Harassment</a>	6
<a href="#">3. Sharing of nudes and semi nudes</a>	6
<a href="#">4. Trauma</a>	6
<a href="#">5. Suspensions from school</a>	6
<a href="#">2. Team Teach</a>	6
<a href="#">3. Bullying</a>	6
<a href="#">4. Complaints and Allegations</a>	6
<a href="#">5. Transition</a>	7

## **Purpose:**

To help pupils develop self-confidence, self-discipline and positive attitudes towards their learning and behaviour.

## **Roles and responsibilities**

### **Governor Responsibilities:**

- To review the behaviour policy annually
- Be a positive role model
- Support the school in its efforts to promote good behaviour
- Be aware of the school rules and expectations.

### **Staff Responsibilities:**

- Provide interesting lessons with work carefully matched to the ability of the pupils.
- Offer equal opportunities and treat all pupils fairly and with respect.
- To praise and reward good behaviour.
- Monitor and deal consistently with behaviour problems at all times, including playtimes and lunchtimes.
- Be a positive role model and counter negative attitudes and stereotyping.
- Make pupils aware of how they are expected to behave.
- Never ignore inappropriate behaviour unless it is an agreed strategy for an individual pupil with additional needs.
- Challenge prejudicial attitudes.
- Provide opportunities for pupils to have responsibility and show initiative.

### **Pupils' Responsibilities:**

- Behave well in the classroom and around the school.
- Behave well at playtimes and lunchtimes.
- Work hard and allow other pupils to work.
- Co-operate with other pupils and adults.
- Follow instructions and do as they are asked the first time.
- Own up to their actions and think about how their behaviour affects others.
- Be kind and considerate and listen to others.
- Show respect for everyone in school
- Show respect and care for property, their own and others'.
- Understand and accept the consequences of their actions.

### **Parents' Responsibilities:**

- Support the school in its efforts to promote good behaviour
- Foster positive attitudes towards school.
- Take an interest in what their children do in school and what school are doing for their children.
- Encourage independence and self-discipline.
- Be aware of school rules and expectations.
- Teach their children how to behave in a variety of situations.
- Be good role models for their children.

## Our School Rules

In order to ensure consistency between classes, a set of common rules have been established. These are highlighted by three L's

- Look after ourselves
- Look after each other
- Look after this place

These are underpinned by our school motto

*'Where children are at the heart of every decision to inspire brighter futures.'*

## The Curriculum

The curriculum we provide allows time for personal and social education, where issues to do with behaviour are discussed and explored. We teach children to respect other people's differences, particularly their feelings, values and beliefs. We want pupils to behave well, without a fear of sanctions or craving for reward.

We reward good behaviour. Strategies include:

- Private and/or public praise
- Stickers
- Proud Post
- Class rewards
- Certificates
- Postcards home
- Parents informed
- Individual or class incentives.

## Strategies for Managing Classroom Behaviour.

**In EYFS and Key Stage 1, we encourage positive behaviour by:**

- Using praise specifically related to the children's actions or behaviours – this could be through verbal praise or use of stickers and other simple rewards
- We promote our 'capas of pride' where children move around being proud of themselves, their accomplishments and their behaviour.
- We focus on activities and routines that encourage sharing, negotiation and co-operation
- We encourage responsibility in caring for others, animals and the environment (helping with tidying/watering plants/setting out activities/handing out drinks, snacks and equipment)
- We encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets)
- We model appropriate behaviours in different contexts and set good examples
- We consult with the children to draw up rules for behaviour within our setting (our class promise/our school promise)
- We help the children to understand the consequences and effects of their behaviour on others
- We support the children to resolve conflicts with other children

- Children are given classroom jobs to give them a sense of responsibility and accountability in looking after this place.

We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. Children will first be given an initial verbal warning. If the child continues to show poor behaviour, they would be given a further verbal warning. Following this, if the child continues to show poor behaviour, they would be given some 'time out' to encourage the child to reflect on their behaviour. This may also result in a consequence of the child missing 5 minutes of their playtime and their parent informed verbally of this.

We also use emotion coaching approaches to ensure children are able to understand and name the emotion they are feeling. Adults support children by validating this emotion, whilst still setting boundaries and problem solving to resolve the issue.

For children who choose not to follow the School Rules, we have the following in place:

- All incidents will be recorded on CPOMs to allow the pastoral team to track and monitor.
- If a child has had several time outs in week period, then the parent will be invited to attend a meeting in school. A behaviour plan may be put in place to support the child.
- If a child's behaviour changes or shows signs of concern, then parents will be contacted and a meeting will be arranged with the class teacher/learning mentor. If, after this, there is again no improvement, then a member of the senior management team will become involved.
- Separate behaviour plans are created and used to ensure pupil's needs are met and challenging behaviour is dealt with appropriately and effectively.
- If a child behaves in a way which puts themselves, another child or member of staff at risk, a member of senior management will be contacted immediately to assist. Parents/carers will be contacted as soon as possible to discuss next steps.

### Strategies for Managing Outside Behaviour

In an attempt to address unacceptable behaviours at the earliest possible stage, the following procedures will be followed by an adult observing inappropriate behaviour outside;

- a warning should be given quoting the rule being broken and will be reminded of expectations.
- If the child continues, they will be given a verbal warning. This may also result in the child having a 'time out' whilst outside to reflect on their behaviour, parents/carers will be informed verbally.
- Any incidences of verbal or physical aggression will result in the child being sent inside immediately; bypassing the warning stages. They will then miss playtime for the rest of the day.
- If a child continues to require 'time out' during outside play, parents will be contacted in order for other arrangements to be made at lunch.

#### **If a child is reluctant to go inside (breaktimes/lunchtimes/outdoor PE):**

- the adult should take a non-confrontational stance;
- the child should be given a time limit to do as asked;
- the Headteacher, Learning Mentor or member of SLT should be informed and will be sent to assist.

Any injury to a child or adult as a result of physical aggression will result in parents being

requested to meet with the teacher and/or SLT. This will be recorded on CPOMS.

Parents will be included in the management of their child's behaviour if there are persistent problems.

Parents who are concerned about any incidents involving their children should discuss them with the class teacher or senior leadership team **in private** at a mutually convenient time.

Behavioural and friendship issues outside of school are parent's responsibility, as they are difficult for school to resolve. However, any parents who need help will be supported by the school.

### **Sexual Violence and sexual Harassment**

Following safeguarding training and new documentation by the DfE, the school has a duty of care to safeguard all children against sexual violence and harassment. Any incidents will be dealt with immediately, following the Safeguarding Policy. All incidents will be recorded on CPOMS and dealt with swiftly and effectively.

### **Sharing of Nudes/Semi Nudes**

All staff are clear of the procedures for any disclosures made on nudes/semi nudes pictures being taken. Staff must not ask to see/copy any images nor ask the parent or child to delete them. Any incidents must be reports to the DSL immediately and recorded on CPOMS. More information can be found on 'UK Council for Internet Safety- Sharing nudes and semi nudes: how to respond to an incident'

### **Trauma**

The school recognises, and has attended training, to help in identifying any children that may be having difficulties due to a traumatic event. The school understands that not all children can clearly share how they are feeling or even why they may be feeling the way. Research shows that children can display their anxieties in many ways. For example, children may become withdrawn, anxious, or even defiant. As a consequence, staff are aware that, on these occasions, a more bespoke behaviour system may be needed in order to make sure the child is still fully included within the school curriculum.

### **Suspension from school**

A Suspension from school would be considered by the Headteacher when all other strategies have been exhausted, or when a pupil's behaviour is a danger to themselves or others.

Suspensions would also be considered for e-safety incidents, which include inappropriate messages and images being sent, viewed and shared. The length of exclusion would relate to the individual circumstances. Please see separate policy for more details.

### **Team Teach**

The school has members of staff who have received Team Teach training. This is renewed as and when needed.

Team Teach is a recognised programme. It provides the correct balance in reducing risk, restraint and restriction within a clear and ethical framework. Staff who are trained can reassure children who are anxious, and offer boundaries and choices to support them and help them feel safe. The use of physical intervention is as a last resort.

## Bullying

All incidents of bullying are taken seriously by the school and will be dealt with rapidly. A “no-blame” approach is taken until facts are established through discussions with all concerned. Parents will be involved and a formal record of the incident will be made. This will be followed up until the problem is resolved.

## Complaints and allegations

- If a complaint is made against a member of staff, then the school complaints policy will be followed.

## Transition:

- In the summer term, all children spend a morning with their new teacher to build positive relationships with the new member of staff.
- Parents are invited to a meeting with the new teachers to address any areas of concern.
- Year 2 children visit their new school. For children who need more time, this can be arranged and we will contact parent/carers if this is the case.
- Within school, staff have opportunities to transfer information both academic and social. This helps to make sure all staff are clear of cohort and individual needs.
- SEN children have additional meetings. This includes children who have 1 to 1 adult support, meeting and working with their new assistant in the Summer term before the following September. Parents/carers are also invited in for meetings to discuss future targets, meet the new teacher and new classroom assistant, if changed. The Special Needs Coordinator leads meetings.

## Role of the learning mentor:

- Our learning mentor is trained in a variety of support programmes for behaviour management and barriers that children may face during their school life.
- She works closely with families in signposting them towards outside agencies that may help the child/family.
- She supports children/families when working with outside agencies.

## We praise and promote good behaviour. Class Dojo points are used as rewards.

Stage	Behaviour	Sanction	Persons involved
1	General distraction, to include: <ul style="list-style-type: none"><li>• Chattering</li><li>• Fidgeting</li><li>• Not on task</li><li>• Refusal</li><li>• Shouting out</li><li>• Disruption to whole class</li></ul>	<ol style="list-style-type: none"><li>1. Verbal reminder – State clearly to the child/children what it is they need to stop doing/do</li><li>2. Further verbal warning</li><li>3. Time out for reflection. The child may miss 5 minutes of their playtime that day. Parents will be verbally told.</li><li>4. If behaviour continues to be repeated after the above steps, the child will be sent to a member of the senior leadership team</li></ol> <p>Steps above are re-set at the beginning of each day.</p>	Member of staff  Parents SLT

	Aggressive behaviour/sexual violence and sexual harassment will lead straight to part 4 of stage 1	Instant time out and sent to a member of the SLT. Where aggressive behaviour does not calm down, a member of SLT should be called to support staff member in effectively managing the incident. Other children should be removed from any danger posed as a result of the aggressive behaviour. To be recorded onto CPOMS as Behaviour Related Log	Senior Leader Parents Child
2	Stage 1 behaviour continues and becomes more persistent. (Several incidents over a week period)	Meeting between class teacher, Learning Mentor, Parents and Child (Meeting to be recorded and added onto CPOMS- 'Behaviour Related Log' Behaviour to be monitored and discussion with parent/carer each week. If there has been an improvement then the monitoring will stop	Class Teacher Learning Mentor Parents Child
3	Following monitoring if there is no improvement	Consideration for child to work in a smaller, quieter space Continued work with Learning Mentor Weekly discussions with child, parent, teacher and a member from SLT to determine and look at any further action (Again meetings to be logged on CPOMS- 'Behaviour Related Log' Help sought from outside agencies if thought appropriate.	Class teacher SLT Parents Outside agencies - if appropriate.
4	No improvement in the above behaviour, with the result of serious risk or high-level incident leading to immediate sanction 4	Suspension – fixed or permanent Inform Chair of Governors Inform LA Arrange meeting with parent/carer to discuss the exclusion and to state the school's behaviour expectation Arrange a welcome back meeting with parent	All parties previously involved.

<b>Signature Head Teacher :</b>	
<b>Signature Chair of Governors:</b>	
<b>Date :</b>	<b>February 2023</b>



