

collaborate | enrich | trust | innovate | aspire | nurture

Behaviour Policy



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Connection | Curiosity | Determination | Honesty

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1. Purpose

Good behaviour in school is central to a good education. Our aim is to teach our children how to behave well and appropriately within the context they're in so they are able to succeed. They will be taught explicitly what good behaviour looks like, and will learn our school rules and values, from the beginning of every school year. All children will be encouraged to self-reflect on behaviours to help them learn and improve, but ultimately, to keep themselves and others safe. The school rules will be displayed in the classrooms and throughout the school.

We will follow the school rules of:

- Be Ready
- Be Respectful
- Be Safe

When children do behave negatively, all members of staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. This behaviour policy should be consistently applied. We will reflect and explore how such behaviour can be prevented from recurring.

All staff will know and understand the children in their class. They will know their background as this will impact/ influence the approach taken, and will ensure that the response is effective. The relationship with all teaching staff should will be supportive.

Our behaviour policy will promote good behaviour, self-discipline and respect, prevent bullying, and will ensure that all children maintain good learning behaviours.

2. Leadership and management

Our senior leadership team are there to support colleagues and model the behaviour policy. They will be highly visible throughout the school days, including before and after school, and will support in maintaining the behaviour culture and an environment where everyone feels safe and supported. They will regularly review provision for children who fall beyond the behaviour policy and suggest strategies to support the child in moving forward.

3. School systems and social norms

Children's behaviour will not normally disrupt teaching, learning or school routines. Disruption will not be tolerated, and proportionate action will be taken to restore acceptable standards of behaviour. Children will feel safe, and everyone will be treated respectfully. Incidents will be dealt with quickly and effectively.

3a. Social Norms in the classroom

- As soon as break or lunch is over, an adult meets the children from the playground and ensures they are ready to enter the classroom.
- The children know that as soon as they enter the classroom from break or lunch, they have a drink and sit down on the carpet, ready for the learning to start. Children should be picked up on this if this is not happening.
- All resources, in preparation for the lesson will be ready for the children on their arrival. The teacher should be ready to teach the children to eliminate any loss learning.
- When an adult is speaking, all children should be listening and not talking over them. This is an expectation when teaching as this will create the appropriate learning environment. Children should learn that it is respectful to listen to others. Adults must embed this and wait/ provide warnings of sanction whilst waiting to eliminate this from happening again.
- When children are working in pairs, they keep on task and use low voices.
- If a child is stuck and needs help with their work, they put their hand up, or ask their friend for help first (year 2).
- If a child has finished their work, they should check their work and then read their book until an adult directs them to do something differently.
- All adults in the classroom will mark work at different intervals in a lesson to ensure accuracy, support and development.
- Children do not have drinks throughout the main input of a lesson – they are reminded they can have them before or after.
- If a child needs to go to the toilet, they put their hand up to ask. Again, they do not go through the main input of a lesson (unless desperate). In reception, children are taught Makaton for this as a signal to the teacher during whole class teaching. This minimises the disruption.
- Only children with specific needs, ie. ADHD can sit on a chair of the edge of the carpet if this is helping the child, and if it is minimises distraction. Ensure your class understand why this is. On some occasions, where all children cannot see the board, the class teacher can seat one or two children on chairs, but all adults in the class must be aware of who and why.
- When an adult wants to gain the class's attention, they will ring bells/ clap or deliver a call and response. Raised voices should not be used as a way of gaining children's attention. Children should stop what they are doing, so they are able to listen to the instruction.
- When the children enter the classroom at the beginning of the school day, they put their belongings away and assign their name to the emotional check in. After this, they begin their table top activity. They do not walk around the classroom.
- Ensure that emotional check-ins take place with each child, every morning, and that children are given opportunities to change this throughout the day. This will promote successful transitions.

- Positive behaviour should be verbally praised, and negative behaviour ignored (where it is safe to do so). This will encourage other's to behave in a similar way. If a child continues to make the wrong choice, a discrete reminder should be given.
- Children should be reminded to show good looking, listening, sitting, and thinking.

3b. Social Norms around the school

- When lining up, to move as a class, all children face the front and stand quietly before they go (in class, on the playground etc). Children to be asked to sit back down until they are able to do this. Children to understand this is to ensure they are safe and respectful when moving around school.
- When entering the hall for assembly, all children do not enter until they are quiet and ready. They remain standing until everyone is in their line (to ensure adequate spacing between one another).
- Children should walk when they move around the school, to ensure they do not bump into others. This should also happen when children go to Book Club, or with any other helpers. An adult should lead the children, and stop them if they are being noisy or running. They should be using Fantastic Walking.
- Children should walk quietly through the school so they do not disturb other children's learning. This includes when coming in and out from break and lunch.
- When transitioning between activities or lessons, children do so quickly and quietly. Adults should remind children to do this quickly, and eliminate any silly behaviour.
- Meet children at the door at the beginning of the school day, after break and lunch, to make them feel welcome.

3c. Social Norms at break and lunch time

- At break and lunch time, children are expected to ask an adult if they want to go to the toilet. Only one child should be sent at a time (no pairs of children). Children will be given a yellow band by the adult that they have asked, so that the adult knows when the child has returned. Adults in school must enquire why children are in school if they do not have a band.
- Children do not go into the classroom if there is not an adult in there.
- When the children are in the garden, once they hear the bell ring for the second time, they line up as a class. The class teacher should be ready at the front of the line to greet their children, and should not take the children in until everyone is lined up quietly.
- Mid-day supervisors provide play opportunities for the children and are responsible for redirecting negative behaviour. Each adult is responsible for an activity and should model how to play the game by playing alongside the children.

3d. Classroom management strategies to avoid low level behaviour

Appropriate classroom management strategies will be used to support good classroom behaviour. The behavior norms within each context above, should be consistently applied by all staff, as part of the following classroom management strategies:

- 1) **Avoid dead time!** – Any time that children are not being directed to complete a specific task or aim, may be used as an opportunity to present with less desirable, low level behaviours. This includes waiting in a line, finishing work, periods of transition etc. Teachers will be prepared, and should teach children the rules and routines from the outset. Children will be reminded of these until they become embedded.
- 2) **Use deadlines!** – The expectations of the amount of work required, within a time frame should be given to children so they are clear on what they need to get completed. This will prevent chatting and will make them accountable for their own learning. The teacher will reinforce the accountability by asking questions at the end of the lesson, and will observe which children are engaging in the task and trying their hardest. Some children require a clear end point, and therefore providing time limits will support their working. For those children that require the tasks to be broken down into smaller, more manageable chunks in between learning breaks, should also be provided with time limitations. Similarly, for those children that become anxious with time limitations, teachers will be sensitive to individual needs and provide extra time if needed.
- 3) **Use both positive and negative feedback** – There needs to be a good balance of boundaries and praise within a classroom. Children will be reminded when they are not following the school rules and will be sanctioned for this to ensure consistency. Teachers will however, use positive praise when they observe children complying, trying their hardest and following the school rules and values. Attention will be given to both; however adults will always be mindful that negative comments are more impactful than positive comments, and will therefore apply a 3:1 ratio to deliver more positive comments. *Praise will be given in public, and sanctions in private.*
- 4) **Be consistent with your behavior management** – Eliminate low level disruption from the outset. If the behaviours are preventing the adults from teaching, then learning will not be taking place. It's important that all adults explain to the children how these behaviours impact on themselves and others. Refer to the school rules 'Be Ready', 'Be Respectful' and 'Be Safe'. It is important not to let the boundaries slip at any point. Consistency in the sanctions and the rewards should be in place. Follow up every time, retain ownership and engage in reflective dialogue with learners -Never ignore or walk past learners who are misbehaving.
- 5) **Know your learners!** – It is important for adults to know the children in their class. If they become aware that a child is struggling to transition in from break and lunch

times, an adult will meet the child on the playground and take them into the classroom a couple of minutes before the rest of the school. Similarly, if they are struggling to go out to play, an adult should take them out a couple of minutes earlier and distract/ engage them in an activity of their choice. Adaptations should be made if needed.

It is also important that the curriculum is accessible to all children, and that all are able to engage with the content in order to participate in learning.

4. Responding to good behaviour

Positive recognition and rewards will be applied clearly and fairly to reinforce our routines, expectations, and norms of our school behavior culture. We will present:

- Verbal praise for adhering to the school behavior policy.
- Communication of praise to parents through notes home to those children that show efforts to respect our school values.
- Certificates in celebration assembly for addressing the school rules.
- Stickers to show they have adhered to the school rules at lunch times
- House points when children have completed homework, gone above and beyond with work expectations, and shown they have met behavior expectations.

5. Responding to negative behaviour

5a. Managing low level disruption

Low level disruption is behaviour that doesn't cause huge disruptions, but can still disrupt the class or parts of the class. Examples of it include:

- talking unnecessarily
- shouting out
- not starting work when told
- not sitting down when asked to
- being disrespectful.
- running in school
- pushing in a line

These can often occur when children start a new school year, and are trying to test the boundaries and the consistency of the adults. The following processes should be followed:

1) Provide a warning -

Praise the behaviour you want to see, and make eye contact with the child to show you have noticed the behaviour.

Encourage the child towards what you would like them to do (e.g. walk sensibly, complete their work), and remind them of the three rules; Be Ready, Be Respectful, Be Safe, delivered privately. Remind the child that they have the choice to do the right thing (personal, non-threatening, side on, eye level or lower).

Explain that the consequence of continuing with the primary behavior will be to miss one minute of their play time.

2) **Sanction** -

If the children continues to display the same low-level behaviour, ask them to repeat what would happen if they did it again "I will miss 1 minute of my play". Tell the child, that this will happen, and if they still display the behaviour, they will miss another minute. The teacher should ensure that they follow this up and that the child does miss the number of minutes from their play*.

**if this is a child with focus/ inattention difficulties, then they should be given additional time outside of the play time.*

3) **Restorative conversation** –

Following their missed time, the behaviour script should then be followed by the same adult, as a means of a restorative conversation.

If the child does not respond to the restorative approach, the teacher should call a member of the Senior Leadership Team to support.

5b. Managing negative behaviour beyond low-level

Negative behaviour beyond low-level includes:

- Hurting another child
- Spitting
- Hitting
- Swearing
- Running away from an adult
- Throwing objects
- Kicking objects
- Going under a table
- Refusing to come into the classroom

Engagement with learning is always the primary aim. Children are held responsible for their behaviour, and staff will deal with behaviour without delegation by following the following steps:

Warnings

1. Remind the child of the three rules, Be Ready, Be Respectful, Be Safe, delivered privately. Remind the child that they have the choice to do the right thing (personal, non-threatening, side on, eye level or lower).
2. **If the behavior continues**, state the behaviour that was observed and which rule/expectation/routine it contravenes.
Refer to previous good behaviour/learning as a model for the desired behaviour. Walk away from the learner; allow him/her time to decide what to do next and say 'Thank you for listening'. If there are comments, as you walk away write them down and follow up later. We resist endless discussions around behaviour and spend our energy returning learners to their learning.

De-escalation (record on Bromcom)

3. **If the behavior continues**, **calming approaches** such as the use of learning breaks or sensory breaks will be used. The child will be given a fidget toy/ sensory box, or taken to the Nest (for no more than 5 minutes).
4. **Physical activity** should be used as a distraction technique (if needed). This will include a movement break or an opportunity to walk and talk. These are proactive approaches and will hopefully eliminate any further behaviours. This should be time limited, and a visual aid such as a timer should be used to show that they will return to the classroom after 5-10 minutes.

Sanctions

5. After returning to the classroom, the child will be given **time out** within the classroom, away from other children, and away from objects that they can touch. This should be no longer than 5 minutes, and a timer should be used as a visual.

Restorative approach

6. A **restorative approach** must be used. Children will be asked to self-reflect on their behaviours, only when they are calm. Adults should use the following **scripted questions** to find out what happened, and to avoid blame, which will only escalate behaviours.
 - What happened?
 - How did this make people feel?
 - What should we do to put things right?
 - How can we do things differently in the future?

If the child does not respond to the restorative approach, the teacher should call a member of the **Senior Leadership Team** to support.

The class teacher should **inform parents** of the behavior, and if it becomes persistent, disruptive, dangerous or rude (inclusive of spitting, swearing or intentionally hurting others), a report card should be used.

5c. Persistent disruptive behaviour

When a child presents with persistent disruptive behavior that has required involvement from another member of staff or SLT, a **report card** will be issued and parents will be informed. The report card will have a 1 to 4 grading system (1: outstanding, 2: good, 3: satisfactory, 4: unsatisfactory). If three 4s are obtained in a day or four 4s in a week, an internal exclusion will be issued. This will be for the morning session only and will take place in the head of school's office. Class work will be completed during this time.

ABC charts must be used to list the antecedent, behaviour and consequences in order to identify triggers or patterns in behaviour. These will not be shared with the child. These will be uploaded onto Bromcom to show frequency of behaviours. These will support referrals to external agencies and to evidence the support needed.

In all cases of persistent behavior, the school will seek advice from outside agencies such as the specialist teaching service for behaviour to provide the most appropriate support for the child. The school will work closely with the parent and a Behaviour Plan will be issued.

5d. External exclusions

When behaviour continues to disrupt following internal exclusion, alternative hours will be issued as part of a reduced timetable. In some cases, it may be necessary for a fixed term exclusion to be issued. In extreme examples of behavior the Head of school may make the decision for permanent exclusion. This decision will be made through discussion with other senior leaders in the school and through careful consideration of the events that led to this scenario. The Head of school will make it clear to parents the reason for this decision, and will provide written correspondence. The Local Authority, and the CEO of Aquila will be informed of our decision to exclude a child.

A return to school meeting will take place once the exclusion has ended and the child returns to school. This will help reintegrate the child back into school, and will ensure that the hours in school are appropriate for the child.

For Aquila's Exclusion policy, this can be accessed at <http://www.aquilatrust.co.uk/558/policies-procedures>.

5e. Safety

All staff are aware of their safeguarding responsibilities, as set out in the statutory guidance of KCSIE. They will provide a safe environment in which children can learn. Where circumstances arise that endanger the safety of children or a staff member, staff will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence. Senior Leadership will be involved throughout this process, and the best action will be taken. External professionals and parents will be central to this support.

5f. Behaviour Plans and Risk Assessments

Behaviour support plans will be created for children who struggle to comply with expectations, those that have learning difficulties that affect their behaviour, or those with social difficulties. These will be created by the class teacher, alongside the SENCO when children need a tailored support plan for their behaviour. They will be reviewed regularly, and the SENCO will seek to gain recommendations of strategies to support from STLS or an Educational Psychologists.

Risk Assessments will be created if there is a potential or actual risk of harm caused by a child, on themselves or others. Parents will be asked to read and sign the risk assessment, as well providing further information or ideas that will support their child in reducing the dangers.

5g. Positive Handling

Good personal and professional relationships between staff and children are vital to ensure good order in the school. It is recognised that the majority of children in our school respond positively to the discipline practised by staff. This ensures the well-being and safety of all children and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required.

Where such procedures are known to be required as part of the whole approach to behaviour management, we will endeavour to put Positive Handling Plans in place before such intervention is required.

Every effort will be made to ensure that all staff in our school:

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary and
- (ii) Are provided with appropriate training to deal with these difficult situations.

6. Staff induction development and support

All new members of staff will be clearly inducted into the school's behaviour culture to ensure they understand the rules and routines, and how best to support all children to participate. They will be required to read and fully understand the expectations set out in this policy.

When further training needs are identified for staff to be able to meet their duties within our behaviour policy, we will seek to find appropriate training courses. All staff will have adequate training on how to meet the needs of children with special educational needs, and to help them understand how their needs, disabilities or mental health needs may at times,

affect a child's behaviour. Engagement with experts such as Educational Psychologists, Early Help for example, can help to inform practice.

7. Pupil transition

At the beginning of each academic year, children will be reintroduced to the school's behaviour expectations, rules and routines. This will remind all children that the same behaviour norms apply in each class, within each year group. It will re-address the consistency needed between adults.

When a child struggles to comply with behaviour expectations for a period of time, a plan will be put in place to reintroduce them into the behaviour norms and routines, encouraging them to make the right decisions.

8. Pupil support

8a. Roles and responsibilities of staff

It is every member of staff's responsibility to respond to the behaviour of children in our school, to ensure they uphold and respect the rules, boundaries and norms put in place that will allow them to become successful learners. They have the responsibility in developing a calm and safe environment for children, and in establishing clear boundaries of acceptable behaviour. Staff, including mid-day supervisors, teachers and teaching assistants should uphold our approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that children can see examples of good habits. They should be confident to ask for help when needed.

Staff will communicate our expectations, routines, values and standards through explicitly teaching the behaviours, as well as in every interaction with children. Explicit teaching of appropriate behaviours on the playground will be delivered at break and lunch times, to show children how they should line up to enter the school building to how they should play a game with their peers. Similarly, assemblies and PSHE lessons for example, will be planned to teach school values and how these should be upheld.

Staff will also consider and reflect on their own behaviour on the school culture and how they can uphold the school rules and expectations, but particularly that they model this appropriately and show kindness at all times, understanding that every behaviour is a communication.

8b. Behaviour expectations of children with SEN/ SEND, and how best to support

We will consistently and fairly promote high standards of behaviour for all children, and will provide additional, targeted support where needed, to ensure children can achieve and learn as well as possible.

We will not assume that because a child has SEND, that it must have affected their behaviour on every occasion. Teaching staff and SLT will make a judgement for the school based on facts on the situation. Where this arises, both sides to the story must be gained, and the behaviour script must be followed. We will consider whether a child's SEND has contributed to the negative behaviour and if so, whether it is an appropriate and lawful sanction to the child. We will explore whether the child has understood the rule or instruction and whether the child was unable to act differently at the time as a result of their SEND.

We will provide the necessary support to ensure that all children can achieve and thrive, both in and out of the classroom. We will make sure that all children feel they belong in the school community, and that adaptations are made where needed. Behaviour will be considered in relation to a child's SEND. This support may include:

- Additional intervention to teach social games and how to communicate with others and to share/ wait their turn.
- Short, planned learning/ movement breaks (this could include sensory items from a busy box, or a walk)
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in the sight of the teacher
- Adjusting uniform requirements for children with sensory issues
- Personal Now and Next boards to encourage task engagement and completion
- Reduced expectations, appropriate to the child, which can be built up over time
- Greater scaffolding and modelling in lessons

When a child has been identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of the support being provided. We will use our 'best endeavors' to meet the needs of those children with SEND, and if a child has an Education, Health and Care Plan, the provisions set out in the plan will be delivered effectively.

We will identify and anticipate likely triggers of negative behavior, and put in place support to prevent these the best we can. This will be evidenced on an ABC chart, and incidents recorded on Bromcom.

9. Child-on-child abuse

All staff should be aware that children can abuse other children (child-on-child abuse), and that it can happen both inside and outside of school, or online. All staff play an important role in preventing it and responding where they believe a child may be at risk from it. They will report any concerns regarding child-on-child abuse to their designated safeguarding lead (or deputies).

All staff have a responsibility to challenge inappropriate behaviour between children. This includes, but is not limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or any other physical harm
- Sexual violence

Please refer to our school anti-bullying policy for information on how the school will respond to these issues.

10. Banned items

Although we do not anticipate that our children will bring banned items onto the school premises, we do maintain the right to the 'Power to search' without consent for "prohibited items", including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause
- personal injury or damage to property

We also have 'The general power to discipline', which enables a member

of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. We will return the confiscated items to the child's parent/s.



Report Card

Child's name: _____ Class: _____ Start date: _____

	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SLT
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Comments						

1 - Very good; 2- Good; 3-Satisfactory 4-Poor behaviour

It is the responsibility of the child to bring this to a member of SLT at the end of each day.