

# Behaviour Policy

## Great Ponton CE Primary School



*Offering hope, building confidence, developing resilience*

**Approved by:**

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**Date:** 23.2.23

**Last reviewed on:**

January 2023

**Next review due by:**

September 2023

**Our vision:**

Our small church school seeks to build a community in which each person is confident in themselves and others, so that we can grow and flourish together. Through inclusive and inspiring education, we will support each person to act with dignity, develop their full potential and respond to challenges with resilience. We look to scripture for inspiration, and find many faithful heroes and heroines who achieved God's will through courage, wisdom and hope.

**Aims and objectives of the behaviour policy:**

The aims and objectives of our behaviour policy reflect and support the school's vision statement and aim and make reference to the importance of using our shared values to promote positivity.

1. Encourage a nurturing, purposeful and happy learning environment within school.
2. Promote and model positive, caring attitudes towards everyone, where achievements are celebrated and valued.
3. Provide opportunities for children to develop their independence, self-discipline and sense of responsibility towards themselves and others.
4. Develop a consistent approach towards developing positive behaviour.
5. Ensure that expectations of behaviour are clearly communicated to children.
6. Establish a coherent and fair reward system that acknowledges and celebrates good behaviour.
7. Establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour.
8. Raise self-esteem and model and promote positive behaviour throughout the school and the curriculum.
9. Ensure that the development and progression of pupils with behavioural needs are regularly reviewed with involvement of staff, parents/carers.
10. Effectively manage incidents of bullying, sexism or racism if and when they occur.

**Providing a safe, supportive and nurturing environment**

Our school aims to continuously develop our positive relationships by ensuring students, staff, parents and carers and governors know they are responsible to not only themselves but to one another.

**Responsibilities of pupils:**

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect at all times.
- To be honest and truthful to both pupils and staff.
- To respond politely to the instructions of staff and other adults working within the academy.

- To take care of property and the environment in and around the school.
- To cooperate with peers and adults in all aspects of school life.
- To move sensibly and quietly around the school.
- To share in celebrating the achievements of the school's community.

#### **Responsibilities of staff:**

- To fully comply with the school's policies and procedures.
- To attend appropriate training and professional development training
- To inform the SENCO, pastoral team and class teachers of any concerns
- To treat all children fairly and with respect, confidently understanding their emotional and developmental needs.
- To create a safe, stimulating and enjoyable environment for learning.
- To model correct and positive behaviour to one another and pupils.
- To contribute to the school's nurturing ethos.
- To raise students self-esteem by developing their full potential by offering high quality learning experiences.
- To use rules, rewards and sanctions clearly and consistently.
- To work in partnership with parents and carers to create a network of support around pupils within the school.
- To acknowledge the importance of transition within a child's life.
- To recognise each child as an individual and ensure communication of positive and negative behaviour takes place
- To praise and reward positive behaviour and achievements.

#### **Responsibilities of parents/carers:**

- To ensure children attend school regularly and arrive on time each day.
- To inform the school immediately of the reason for any pupil absence.
- To inform the school of important information that may be relevant to the health and emotional well being of their children at school.
- To show an interest and attend parental meetings and evenings to support their child's educational development.
- To offer help and support with learning at home, including the completion of homework.
- To encourage independence and self-discipline in their children.
- To establish good communication with school staff and support the behaviour policy.
- To support the school's decision regarding negative and dangerous behaviour to comply with the behaviour policy.

## **Responsibilities of governors**

- To ensure the school has a behaviour policy and procedures in place that meet the national guidelines for ensuring and promoting positive behaviour and the consistent dealings with negative behaviour.
- To ensure the behaviour policy is made available to parents/carers on request.
- To ensure the school has procedures in place for dealing with allegations made against staff.
- To ensure all staff undertake appropriate behaviour management training.
- To review policies and procedures to ensure they are maintained and consistently carried out.
- To celebrate the achievements and celebrations of the school community.

## Great Ponton School – Expectations

<u>We expect all pupils to show</u>	<u>Behaviour which is acceptable</u>	<u>Behaviour which is unacceptable</u>
<b><i>Respect for other people</i></b>	<b>Showing respect for each other</b> By smiling, speaking politely, showing concern for how people are feeling and offering friendship, we are showing respect for other people.	<b>Not showing respect for each other</b> Anyone who hits, punches, slaps, trips, kicks or pushes or in anyway physically mistreats anybody else is behaving in an unacceptable way.
	<b>Showing respect for adults</b> We show respect to adults by speaking politely, putting hands up in lessons if we wish to speak and by taking part in lessons calmly.	<b>Not showing respect for adults</b> Anyone who shows disrespect for adults working in the school through rudeness and defiance is behaving in an unacceptable way.
		<b>Bullying and teasing</b> Anyone who makes someone feel frightened and anxious by name- calling or saying and doing threatening things is behaving in an unacceptable way.
<b><i>Respect for other people's property</i></b>	<b>Showing respect for property</b> By using equipment carefully, only using what we need and returning equipment correctly, we are showing respect for property.	<b>Not showing respect for other people's property</b> Anyone who steals, misuses or deliberately damages someone else's property is behaving in an unacceptable way.
<b><i>Respect for other people's right to learn</i></b>	<b>Showing respect for people's right to learn</b> Showing respect for other people's right to learn involves: <ul style="list-style-type: none"> <li>• putting hands up to offer answers</li> <li>• acting calmly in class</li> <li>• ignoring unacceptable behaviour from other pupils</li> <li>• concentrating on your own work</li> <li>• moving calmly around the classroom when necessary</li> </ul>	<b>Not showing respect for other people's right to learn</b> Anyone who stops or interferes with other people's learning is behaving in an unacceptable way. In the classroom it is unacceptable to: <ul style="list-style-type: none"> <li>• constantly shout out for the teacher's attention</li> <li>• make unnecessary noises which cause a disturbance</li> <li>• interfere with other people's work</li> <li>• throw things around</li> </ul>

## **The Behaviour of Pupils Outside of Great Ponton Primary School**

We will contact parents if it is brought to our attention that their child is behaving in an unacceptable way on the way to or from school. We also remind pupils that their behaviour out of school is a reflection on our school and can influence its reputation.

### **How We Promote Positive Behaviour**

As adults we are pro-active managers of children's good behaviour. The more we see ourselves like this the less we will need to be the reactive managers of pupils' problem behaviours.

The following principles underpin the way we work to ensure that our pupils behave appropriately.

<b>Giving positive messages</b>	Create a positive classroom ethos - a 3 to 1 praise to reprimand ratio. Catch pupils doing something right and give praise. Remember some pupils react better to private praise. Good teachers with few pupil behaviour management problems transmit positive messages 'You can go out to play first if you finish your work' Not, 'You will be kept in if you don't finish'
<b>Having clear expectations</b>	Pupils need to be clear that a rule has been broken. Behaviour problems will occur in the classroom if the children are not clear about the teacher's expectations. Children expect teachers to set boundaries, make expectations clear and do something if they are not met.
<b>Letting pupils know about consequences</b>	The consequences of breaking rules must be known in advance by pupils otherwise they are likely to keep testing to find out what the rules and consequences are. Pupils need to be clear that they are making a choice to behave in an unacceptable way knowing the consequences. The child needs to be in control.
<b>Being consistent</b>	Being consistent across the school and across pupils is essential. Without consistency across the school pupils test each teacher to find out the limits. Teachers perceived by pupils as weaker are placed under more pressure as they get tested more often. Consistency can be difficult to achieve when teachers differ in their levels of tolerance to certain behaviours. Consistency across pupils is important so that staff are not caught in the situation in which pupils and their parents can liken their offence to that of somebody else and then comment on the different responses.

<b>Anticipating and pre-empting</b>	If unacceptable behaviour can be anticipated and pre-empted it can usually be prevented - strategies include: Scanning the classroom; moving around the classroom; changing activities and pace; moving pupils; letting the child know that their behaviour is starting to become unacceptable etc.
<b>Giving appropriate rewards</b>	Stickers and Class Dojo points are used by members of staff to reward positive behaviours. This can be for consistently high standards of work, extra effort, displaying good manners, helping a peer and so on.
<b>Giving appropriate reprimands</b>	It is better to give private reprimands than public ones. Pupils with low self-esteem will go to their peer group for validation if they are reprimanded in public. Rules for effective reprimands: criticise the behaviour not the child. Consider when it might be more effective to use private rather than public reprimands; avoid hostile remarks, avoid unfair comparisons, avoid reprimanding the whole class, and be clear about expectations.
<b>Dealing effectively with confrontation</b>	Make maximum use of non-verbal strategies to deal with unacceptable behaviour as with some pupils verbal strategies can quickly lead to confrontation. If teachers believe that children should fear them, they need powerful sanctions to impose their will on pupils. Pupil's behaviour consequently becomes subversive and less personal responsibility is taken. When the going gets tough try to keep focused on what you are trying to achieve i.e., good behaviour and good work in the short term and in the long term to equip pupils to self-manage their own behaviour. The aim is not for the teacher to win. Children don't have the skills to get themselves out of confrontations - we do, so we should use them. This can be done by: creating a mutual face-saver; leaving the situation but following it up later on, etc.

## **Rewards**

Recognition of positive behaviours and the creation of a positive school ethos are essential to the self-esteem of our pupils. Most of our pupils achieve high standards of conduct most of the time. Children are rewarded with stickers, Class Dojo points and positive praise.

In our achievement assembly each Friday, we focus on children who actively demonstrate the school's behaviour expectations, or who demonstrate noteworthy academic achievement. The area of celebration alters each week. These children receive a certificate in acknowledgement of their success.

## **School Procedure and Sanctions We Use if Pupils Behaviour is Unacceptable**

Sanctions will be applied as a consequence of breaking the school Behaviour Expectations and exhibiting behaviours which are unacceptable to the rest of the school community. Included amongst other approaches will be the use of sanctions. Sanctions are the consequences of unacceptable behaviour, which the child knows in advance. The sanction is therefore a choice for the child.

Sanctions will usually be given after a warning, which will remind the child of the consequences of their behaviour. When the child is behaving inappropriately they will be stopped and asked why they have been stopped. The inappropriateness of the then behaviour will then be pointed out and the warning about the sanction which will follow if the behaviour continues.

The sanction system is separated from the reward system. The removal of rewards if a child misbehaves reduces the child's motivation to behave appropriately.

We give careful consideration to the choice of sanction we apply to unacceptable behaviour. The punishment will be related to the offence and not to the person. The child must see sanctions as a consequence of their actions. Care must be given to ensure that appropriate sanctions are applied which cannot give status to the child within their peer group, or as a way of gaining the attention they need.

In general, sanctions may include one or more of the following:

- Loss of privileges e.g: break-times, extra-curricular activity, or removal of responsibilities
- Imposing the use of Behaviour Monitoring Diaries and Charts
- Use of Parental Support



<b><u>Procedure</u></b>	<b><u>Implications / Consequences</u></b>
1) Staff member's own strategies	Examples: eye contact, verbal warning and reminder of expected behaviour
2) Staff member's own strategies	Inform the child if they continue they will be having time out within the class Remind of expected behaviour
3) Time Out in Own Classroom	
4) Staff member's own strategies	A further misdemeanour in any one session in the same day results in step 4
5) Time Out in another Classroom	5 mins (FS/KS1), 10 mins (KS2)
6) Time Out with Phase Leader	LKS2 children sent to Mrs Woodlock UKS2 children sent to Mrs McDonnell FS/KS1 children sent to Mrs McDonnell
7) Details of significant incidents recorded on CPOMs as appropriate	Name of child identified in weekly staff meeting
8) Parent Notified as Appropriate (by Member of Staff Reporting Incident, SLT or HT as appropriate)	
9) Steps 1 – 5 are Repeated Within the Week	HT informed: Behaviour discussion had with parent Recorded on CPOMS
10) Steps 1 – 5 are Repeated again Within the Week	HT informed: Behaviour letter 1 sent to parent Recorded on CPOMS
10) Steps 1 – 5 are Repeated Within the Termlet	HT informed: Behaviour Letter 2 sent (as above, but requests parents attend meeting at school to discuss child's behaviour) SEND CO informed: Behaviour plan considered
11) Steps 1 – 5 are Repeated Within the Termlet	HT informed: Behaviour Letter 3 sent (as letter 2, but outlining immediate need for school / home action in order to avoid suspension.
12) Steps 1 – 5 are Repeated Within the Termlet	Fixed Term suspension Model Letter Personal Support Plan (PSP)
13) Permanent Exclusion	As Appropriate Model Letter

For serious breaches of the Code of Conduct, the school will select the appropriate stage of the procedure in order to deal with the specific incident. As with all situations, the school's

policy towards the management of behaviour takes into account the age and nature of the child, combined with the severity of the behaviours being dealt with.

When sent to colleagues, children are to be allowed time to redeem themselves by having a more positive conversation with the staff member at some point in the near future following the incident.

### **How we support individual members of staff**

#### **Teaching staff**

- All members of staff receive support from colleagues in dealing with discipline matters when this is requested.
- Support consists of reinforcing with the child the unacceptability of the behaviour and discussing with the teacher the most appropriate sanction.
- When staff act on behalf of a colleague it is the member of staff seeking support who provides the sanction to the child. When an adult takes on all the responsibility for discipline it is they who develop the skills and relationships with pupils whilst other members of staff become less skilled or de-skilled and the pupils behaviour consequently becomes more challenging.
- Guidelines for dealing with a child who has completely lost control and is not responding to verbal commands:
  - Yellow card sent to a member of SLT to gain additional support

#### **Support Staff**

- Pupils whose behaviour is unacceptable towards a member of the school support staff are dealt with in accordance with the principles outlined within this policy.
- Support is offered for all staff as appropriate from all members of the staff team as appropriate.

#### **Midday Assistants**

- Pupils whose behaviour is seriously unacceptable during the school lunch time are referred to the SLT. The SLT will apply an appropriate sanction. If the issue continues, the matter will be referred to the Headteacher.

### **How We Support Individual Pupils Who Are More Difficult to Manage.**

#### **Learning Difficulties**

A range of strategies are used to support pupils experiencing behavioural difficulties. These include:

Monitoring diary: Pupils on the school's SEND register because of their emotional and behavioural difficulties will have individual behaviour targets. The class teacher and the pupil carry out monitoring progress towards the target. A monitoring diary can be used to record the monitoring and the parent signs the diary each evening.

The Head teacher and the SENDCO see the diary each week and discuss the child's progress.

Other forms of intervention:

From time to time specific programmes are drawn up to support individual pupils. These programmes involve:

- individual targets for the pupil within the classroom and/or whole academy context
- identified reinforcers of good behaviour tailored to the individual child
- clear and consistent sanctions
- organisational changes to support the programme

### **How we act in partnership with parents**

When a new pupil joins the school, parents are sent copies of 'the standards of behaviour we expect from pupils at our school'. We inform parents at the end of the day if their child's behaviour has been unacceptable during the day.

If the behaviour is moving beyond the school's control, parents will have seen a pattern build up over time.

A meeting between home and the school will be set up to discuss the behaviour of pupils who are a major cause for concern. Parents will be given full opportunity to put forward their views and invited to give any background information, which they think is helpful to achieving a more co-operative attitude from the child.

The concept of a contract between the pupil, the pupil's parents and the school will be explored at this meeting as will the possibility of an Personalised Learning Plan.

### **Prohibited items & Searching students:**

Although we assume that our pupils will not bring unsuitable or dangerous items to school we must have a procedure in place if such an incident occurs.

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent where they suspect a pupil has a prohibited item.

#### **Prohibited items are:**

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage school property.
- Any item banned under the school rules, which has been identified in the rules as

an item which may be searched for.

If any pupil is suspected of having possession of a prohibited item searches will always be carried out in the presence of two adults. The searching adult will always be of the same sex as the pupil being searched, however there is an exception to this rule. School staff can search a student of opposite sex and without a witness when there is serious concern that the child poses a risk to others that delaying of a search may result in serious harm.

### **Allegations made against staff working in or on behalf of the School (including volunteers) and the misconduct of staff**

This section applies where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child.
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is therefore, essential that all allegations are investigated properly by the Headteacher and in line with the agreed procedure. At all times, we will ensure that staff well-being is duly considered.

### **Use of force and make physical contact**

- Use of force should always be a last resort when all other identified measures have failed. Members of staff can use reasonable force, given the circumstances when conducting a search for knives or weapons and any of the prohibited items except those items banned only under the school rules
- Staff legally have the right to use reasonable force to prevent pupil's committing an offence, injuring themselves, making themselves and others unsafe or damaging property.
- Where an incident occurs that requires physical restraint to take place resulting in the completion of a physical intervention form, then this will result in a meeting or discussion with parents that day. The parent will always be informed on the day of the incident.
- Create individual safety plans to minimise the likelihood of challenging behaviour;
- Where such behaviour does occur, measures will be implemented to minimise the use of physical restraint. The expectation is that the child will have a **Risk Assessment** created. With the dissemination of individual assessments and plans, every member of staff should be able to consistently apply de-escalation measures, reducing the need for physical restraint. It is key that staff are able to recognise the signs of escalating anger and approach the student in a calm manner. Recognised de-escalation techniques include verbal strategies, such as maintaining a calm tone of voice and not shouting or verbally threatening the person; and non-verbal techniques, including awareness of self, body stance, eye contact and personal safety

### **The power to discipline beyond the school gate**

We will contact parents if it is brought to our attention that their child is behaving in an unacceptable way on the way to or from school. We also remind pupils that their behaviour out of school is a reflection on our school and can influence its reputation. In addition to this, where the use of social media outside of school impacts on learning within school we will also contact parents to make them aware.

### **Exclusion- Fixed term and Permanent**

Ultimately a pupil who refuses to behave in an unacceptable way may be suspended, for a Fixed Term period or this may be a Permanent Exclusion, from the School. For example, violent assault on another pupil or an adult, verbal abuse/threatening behaviour against a pupil or an adult, bullying, racial abuse, drug or alcohol related offences or persistent disruptive behaviour.

Alongside the Exclusion Policy, we have a step approach to suspensions within our School which means the number of days is incremental. This means that if a child received a one day suspension for their first offence, the next time an offence followed this would be a two day suspension. This would rise each time up to a five day suspension. Following the five day suspension, would be a permanent exclusion.

Depending on the severity this system can be moved through more quickly, so a child could have a three day exclusion to begin with.

The school reserves the right to use an 'internal exclusion' for pupils where it feels it is appropriate. Parents will be informed.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

A copy of the behaviour script below can be found at;

<file:///I:/2022&23/Behaviour%20Hub/behaviour%20script.pdf>



28/3/13

## Scripts

### Consistency

- Comes from embedded routines and rituals
- Clearly defined and simple rewards and consequence system
- Simple and consistent language to refer to when addressing positive behaviours and non-compliance

### Affective Statements

provide a precise description of a student's behaviour and the specific impact of those behaviours.

- I feel so proud today as you have produced some fantastic work
- I was very disappointed when you (called John an idiot) I would like you to choose your words more carefully
- I feel that you disrupted me when you spoke while I was speaking I would like you to show active listening
- I feel really proud of you when I heard you had been kind to \_\_\_\_\_
- I feel really pleased and encouraged that you made the right choice.
- I respect your honesty and thank you.

I feel \_\_\_\_\_ (state the impact) \_\_\_\_\_  
When \_\_\_\_\_ (identify the behaviour) \_\_\_\_\_  
What I'd like is \_\_\_\_\_ (state the preferred action) \_\_\_\_\_

### High Challenge Behaviours

- Physical scripts
- Verbal scripts

A prepared response to a difficult but predicted situation

1. Reduces cognitive overload
2. Encourages the right response
3. Habituates pupils into responses

### Consistent framework altered by all 3 key systems that are asked when things go wrong

#### Person who has done the harm

What happened?  
What were you thinking about at the time?  
Who has been affected?  
In what way have they been affected?  
What do you think needs to happen next?

#### Person who has been harmed

What happened?  
What were your thoughts at the time?  
What has been your thoughts since?  
How has this affected you and others?  
What do you think needs to happen next?

- Built into de-escalation plans and support plans
- Children on a plate
- Staff circles
- Inclusion meetings