



Policy:	Behaviour Policy
Date implemented:	November 2021
Date of review:	November 2021
Date of next review:	September 2022
Lead professional:	CEO
Status:	Statutory

INDEX
-------

1.	Introduction
2.	Praise and Rewards
3.	Consequences for Poor Behaviour
4.	Early Years Foundation Stage (EYFS)
5.	Children with Special Education Needs and Disability (SEND)
6.	Behaviour outside of the formal curriculum
7.	Confiscation of a child's property
8.	Monitoring and evaluation

## 1. Introduction

Our primary school is first and foremost a place of learning, where pupils are valued and encouraged to do their personal best. We operate a positive behaviour management system that ensures children understand what kind of behaviour is acceptable in school and what the consequences of different types of behaviour might be.

The policy is central to and underpins the school's personal development curriculum. The overriding aim of which is to support our children to become active and responsible citizens by equipping them with the life skills and personal attributes that they need for their future.

Personal Development Curriculum:

- We respect ourselves and others
- We look after and value our environment
- We follow our class community rules
- We strive to be the best version of ourselves (We are **Motivated**, we have **Integrity**, we are **Respectful**, **Resilient**, **Openminded**, and **Reflective** - **MIRROR**)
- We celebrate and give back to our community

## 2. Praise and Rewards

At our school we have a dedicated staff team who are committed to the implementation of this policy and in turn the building of positive and respectful relationships. Staff employ a number of different strategies to manage behaviour in a positively:

- Public praise and private criticism
- Catch *them* being good
- Three positives before a negative
- Acknowledge feelings
- Give *them* a choice
- Be consistent
- Model desired behaviour
- Listen to children
- Pre-empt the causes of disruptive behaviour
- Be aware of your practice and how your actions affect children

At our primary school our emphasis is on praising and recognising positive behaviour. We praise and reward positive behaviour in several different ways:

- Verbal Praise
- Dojos – for being **M**otivated, showing **I**ntegrity, being **R**espectful, **R**esilient, **O**pen-minded, and **R**eflective)
- Positive communication with parents
- Headteacher Award
- Special responsibility, privilege or trust
- Praise Assemblies – Parents invited to attend
- Community / Trust awards

### 3. Consequences for Poor Behaviour

On occasion there are children who display behaviour that is at odds with our school's policy. As part of our approach to supporting our children in becoming good citizens we have in place a clear system of consequences, the aim of which is to support the child to reflect on their behaviour and make the right choice in the future.

Securing consistent consequences that are used as infrequently as possible is an essential part of our behaviour management approach. The principles upon which consequences are based upon are:

The minimum consequence necessary

Immediate and short-lived consequence – new start – new day

Consistent consequences for one off or repeated actions

Allow the pupil time for reflection of their behaviour and the affect it has on them and their class mates

Consequences focused upon the act, not the child

Teachers and support staff who clearly, calmly and consistently communicate their expectations of a pupil's behaviour to enable the pupil has a clear understanding of why the consequence has been implemented

Teachers and support staff who consistently model and praise acceptable behaviour

The consequences for poor behaviour in the table below are implemented when a child has been given a chance to correct their behaviour and has **CHOSEN** not to do so. Consequences maybe altered according to the individual circumstances of each incident.

Consequences	Sanctions
Warning- rule reminders A warning can be given to an individual and/or a group/class.	'Pupil x you are distracting others from working. If you choose to keep talking that is a C1'
C1 Continuation of negative behaviour following the warning.	'Pupil X you have continued to talk across the class, you are now on a C1.' Recorded in the behaviour file by the adult dealing with the situation but no further action is required at this stage.
C2 Second negative behaviour	'Pupil X you have continued to talk you have moved onto C2.' The child is issued with a 15 minutes break loss, this could be morning playtime, lunchtime or 15 minutes in the

	playground. During this time the child is encouraged to reflect on what they have done and what they could do differently.
C2 3 times C1 incidents	When a pupil has received 3 x C1 they will be issued with a C2- as above
C3 Third negative behaviour	<p>'Pupil X you are on the verge of leaving the lesson because you are not behaving reasonably and following my guidance.'</p> <p>Parents informed via Parent to text messaging service. Child misses lunchtime break. During this time the child is encouraged to reflect on what they have done and what they could do differently.</p> <p>If a situation cannot be de-escalated, then sanctions under C4 will be implemented to prevent harm.</p> <p>Once a child has received 3 C3's an SLT member will need to speak to the child and parent/carer/ A behaviour chart may be put into place at this stage.</p>
C4 Consistent episodes of negatives behaviours Immediate C4 for health and safety	<p>A C4 can only be given when a child has worked their way through the consequences or immediately for health and safety.</p> <p>An internal exclusion used to deescalate the situation and prevent the conclusion of the behaviours. Parents informed by telephone.</p>
C5 Immediate threat to others	<p>If there is a situation that warrants exclusion then a fixed term referral needs to be made. A member of SLT will issue the fixed term exclusion notifying parents.</p> <p>A reintegration meeting will be arranged with the child and parent/carer following the fixed term exclusion.</p>
C6 Permanent exclusion	<p>A C6 can only be given when a child has worked their way through the consequences or there is an immediate threat to other pupils or staff.</p> <p>This is as a last resort and in extreme circumstances.</p>

In the table below are some examples of the types of behaviour associated with each type of consequence.

Code	Behaviour
C1	Failure to follow instructions
C1	Distracting behaviour
C1	Lack of effort
C1	Not following school code of conduct.
C2	3 * C1 in 1 day.
C2	Damage/ misuse of equipment
C2	Disruptive behaviour
C2	Graffiti – book or furniture
C2	Aggressive or inappropriate language
C3	4 * C1 in 1 day or 2 * C2

C3	Violence towards another pupil
C3	Dangerous reckless behaviour
C3	Bullying incident
C3	Swearing
C3	Aggression to staff
C3	Racism/ homophobia
C3	Taking something that doesn't belong to you.
C4	Setting off fire alarm
C4	Inappropriate sexual behaviour
C4	Physical assault on pupil
C4	Offensive weapon (possession)
C4	Serious and persistent failure to comply to school code of conduct
C4	Persistent targeted bullying
C5	Total failure to respond to school policy
C5	Offensive weapon with intent to use
C5	Serious physical assault

C1s are monitored by staff using the C1 Class Behaviour Form which is kept in the classroom file. If a child receives frequent C1s i.e. more than 4 in a week, the 4th C1 will become a C2 and the child as per the policy will miss the following playtime and their parents will be notified. C2s are recorded on the individual Schools' Behaviour Log and are uploaded to CPOMs which is also kept in the classroom file. C3s through to C6s are all recorded on CPOMs.

#### 4. Early Years Foundation Stage (EYFS)

In Reception the children learn about boundaries and expectations from the outset. Clear and simple rules and routines are established and reinforced by all staff. The positive approach to behaviour management in line with the school's policy is followed (See above) however consequences are age appropriate.

Once routines and rules have been established children who choose not to follow them are given a verbal warning and move their *bee onto the warning hive*. This visual cue encourages children from an early age to take responsibility for their behaviour. If they repeatedly make the wrong choices they move their bee to the time out hive and are given time during their lunchtime play to reflect on their behaviour and what they could do differently next time.

Staff consistently encourage children to make the right choice in a supportive and caring manner. After the first few weeks of starting in Reception, the class teacher will contact the parents of any children who are persistently on the time out hive to discuss home school behaviour management strategies.

#### 5. Children with Special Educational Needs

We pride ourselves in being an inclusive and supportive community. We recognise that we are all individuals that have different needs and have had different experiences. Supporting the mental health and well-being of all children is of paramount importance. We recognise that some children with special educational needs may require some extra support or an alternative approach to managing their behaviour.

Individual behaviour plans will be developed for and agreed with these children in partnership with teaching staff, parents, and outside agencies where appropriate. A review of the plan will take place each half term and will be overseen by the school SEND lead.

## **6. Behaviour outside of the formal curriculum**

We believe it is important for children to see that playtime behaviour also plays a part in our Behaviour Policy. Children are rewarded for good behaviour at playtime in the same way as the formal curriculum through Dojos. We expect children in school to behave well at all times both in the building, in the playground and when participating in school trips and visits. Lunchtime staff can record any incidents on behaviour slips and pass to the teacher at end of lunchtime.

## **7. Confiscation of a child's property**

Children are only permitted to bring to school items which have been authorised by their class teacher. Any items which deviates from this, distracts a child's attention from learning, promotes inappropriate behaviour or is perceived by a member of staff as being dangerous will be confiscated. Under the general power to discipline **(see DFE guidance – 'Behaviour and Discipline in Schools – a Guide for teachers and school staff' for further details)** a member of staff is able to confiscate, retain or dispose of a child's property.

All members of staff are protected from any liability for damage to, or loss of, any confiscated items. Parents/ carers will be notified of any items which have been confiscated by the member of staff, when it will be returned or should be collected by the parent/carer. Items which are deemed to be dangerous may be kept by the SLT for further investigation.

## **8. Monitoring and evaluation**

All staff throughout the school will be responsible for monitoring behaviour, however the Head of School, Senior Leadership Team will also use contextual information (e.g. age, gender, SEN, ethnicity, etc.) when monitoring and evaluating behaviour, which will be reported to the Trust each term.

The local governing body (LGB) will conduct an annual review of this policy.