

Behaviour Policy

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Rationale

A consistent approach applied by all staff, underpinned by our values, will help children to navigate successfully through their school days and prepare them for taking their place in wider society. We want to raise children's self-esteem by developing their intrinsic sense of self-worth.

Principles

- Positive relationships between staff, pupils and parents is at the heart of all we do
- We recognise that some pupils require individualised approaches
- We will actively teach children how to behave and model the correct behaviour
- We will all have high expectations for all children and ourselves
- Consistency, engagement and communication between home and school is essential
- This policy applies to all areas of the school including clubs

School Values

There are four values that underpin all our work: *kindness, respect, responsibility and aspiration.*

The Home School Agreement

We reinforce the collective school values through our Home School Agreement.

Facilitating the Right Behaviour

- Proactive adults will minimise inappropriate behaviour
- A member of the Senior Leadership Team (SLT) will be visible and on duty each lunchtime
- Staff on duty at play and lunchtime will actively engage with children to facilitate good behaviour and to teach positive relationships
- Meal Time Assistants (MTAs) facilitate courtesy and table manners when eating. They organise games at other times and act as positive role models to support children's interactions and social skills.
- Year 6 will act as *Listening Buddies* to model correct behaviour for younger children
- Behaviour support strategies can be found in the appendix.

Recognition

- Specific praise is used frequently for a wide variety of reasons (see appendix for examples).
- Children receive positive recognition more often than 'negative' criticism. As a rule of thumb, 70:30 as a very minimum.
- There is a 'Sparkly Star Value Chart' where children and adults who have demonstrated exceptional behaviour can have their name displayed against a specific value. This is a fluid chart.
- Achievements are also recognised by stickers (usually with the younger children) and Values Cards. These help keep parents in touch with their child's successes.
- There is a Recognition Box in each class. Children's names are entered here. On Monday there is a weekly draw to choose children to have a special privilege in class.
- There are two Recognition Boxes for lunchtimes: one in the hall and one outside. On Monday, children's names are drawn to have a special lunchtime privilege.
- Teachers nominate a weekly Star of the Week who receives a trophy, a mention in Friday's assembly and a mention in the weekly newsletter.
- At the end of each half term an extra-special star of the term is awarded a special values badge to keep and wear.

Sanctions

Principles:

- Children are not allowed to disrupt the learning of others
- Children will be made aware that sanctions are for the behaviour and not the child
- Adults will consult with colleagues when at all in doubt about the best course of action
- We use the 3Rs to guide us: *remind*, *reflect* and *restore*.

Early Intervention:

- *Reflect & Restore (R&R)* is our principal method for helping resolve inappropriate behaviour. This is when adults spend time with the child helping them to reflect on what went wrong and to plan how to restore the wrong done.
- Staff use their professional judgement to assess when and how to use R&R. For example, it might be a short conversation in the playground with an MTA / TA. It might be the child is asked to walk alongside the MTA / TA for 5 minutes while examples of positive behaviour are pointed out. It might be done in class or at playtime with the teacher. It might require the intervention of SLT during a break.
- R&R should always be done at the earliest opportunity:
 - i) If it requires time during morning play or lunch then the next available slot after the incident should be used.
 - ii) If the incident is low-level and occurs at the very end of morning play or lunch play, the TA or MTA should still use R&R before the child goes into class. This is to ensure the incident is resolved and the lesson is a fresh start.
- Staff should use their professional judgement as to when to engage parents in this process. Good practice is to engage with parents early on although this will not always be appropriate for low-level incidents.
- Staff will contact parents for repeat occurrences.
- Most behaviour issues will normally be dealt with by the class teacher and a colleague before calling on SLT

SLT Intervention:

- If SLT intervene, parents will usually be notified.
- SLT will use time on their duty day to complete R&R which will usually involve the child completing a form which also goes home to parents.
- Short details will be logged in the SLT Shared Drive to enable monitoring.
- Consideration will be given to completing a CPOMS entry
- Incidents of bullying and racism will always be logged on CPOMS

Escalation / emergency:

- There may be an occasion when removing a child to another class is the best solution
- If any child is unresponsive to any adult and there are concerns about their and / or others' safety, consideration will be given to calling parents and asking them to attend.
- Any SLT member can be called in an emergency situation via a purple card delivered to them or to them via the school office.
- The office staff will hold a copy of the Vulnerable Pupils (VP) document in order to help direct intervention to the most appropriate adult.
- If a child is putting themselves or others at risk, the Headteacher or Deputy Headteacher can be called to support.
- Restraint will be used as a last resort by trained staff only. Any use of restraint will be logged on the record maintained in the Deputy Head's office and reported to parents.

Appendix 1: Treating Children Fairly

It is recognised that in order to treat everybody fairly, not everybody is always treated in the same way. For example, some children with additional needs will sometimes require a different approach that doesn't always apply to others. This is often a difficult concept for some children and adults to understand and may appear to be "unfair". Staff will always act in a fair manner and will take advice from other professionals to ensure so. Every effort will be made to communicate clearly to children and adults so that everybody understands that this policy is applied fairly.

School staff will always focus on the actions and behaviour of the child, not on the child as a person. For example, we will not say, "You are a naughty boy." Instead we will say, "Swearing at somebody is a very hurtful thing to say."

Appendix 2: Expectations

Expectations for behaviour vary depending on the area of the school and the occasion.

Children and adults are expected to be polite and courteous, demonstrating respect for others in the school and in the community.

When children transition from the playground to the classroom they must cross the physical threshold ready to learn. In KS2, children will enter class directly. In KS1, children will wait outside and enter when instructed to do so.

Pupils are expected to use the right type of behaviour for the right situation e.g. quiet and listening in assemblies, walking round school, holding the door open for others, running in the playground. These behaviours will be modelled by staff.

There will be calm and controlled movement around the school at all times: allowing each other space and common courtesies at doorways.

Appendix 3: Defining our Values

Respect (*Respecting Ricky* is the superhero)

We have agreed that respect is...

being consistently considerate of the people and things around us: we are understanding of the way people are all different and we are caring, thoughtful and supportive to everyone that we interact with.

Responsibility (*Responsible Robin* is the superhero)

We have agreed that responsibility is...

when you are in control of and accountable for a situation. This includes how you behave; how you approach your learning and how you treat other people. If you are given a responsibility you have a duty to carry it out.

Aspiration (*Aspirational Amy* is the superhero)

We have agreed that aspiration is...



KINDNESS RESPECT RESPONSIBILITY ASPIRATION 3

The hope or desire to achieve something positive for ourselves or others. This can be in the near future or a long term goal. It is working and behaving for our own sense of pride and accomplishment

Kindness (Kind Kevin is the superhero)

We have agreed that kindness is...

Sharing with someone who does not have what they need; being considerate of the feelings of someone else; spending our time making someone feel better about themselves; smiling at someone to make them feel welcome and relaxed; changing our behaviour to make others feel more relaxed and happier.



Appendix 4: Values in Practice

An important part of this policy is that children contribute to what these values look like in practice and then actively sign up in agreement to abide by them. This work is led by the Student Council. Parents and governors have also had the opportunity to contribute to them. The following are examples of how the school values might look in practice:

Respect

Treat my body well through suitable exercise and healthy eating
Appreciate the skill, effort and cost of growing food and preparing meals
Be willing to try unfamiliar foods
Minimise the amount I waste, especially food and water
Maximise my recycling efforts
Looking towards the speaker
Sitting nicely
Treating equipment with care
Manners and politeness
Holding the doors open for people
Asking to borrow things and returning them
Empty handed when teacher is talking
Not speaking when someone else is or interrupting
Saying hello to people in the corridors
Focus on my own work and don't distract others
React positively to people's mistakes – this is how we learn
Play fairly with others
Be a good winner and a good loser
It's good to challenge others or disagree, but do so politely
Before I speak, ask myself if it is true, kind and necessary
Always try my best with work and appreciate the effort adults put into providing it
Treat school property and the environment well – tidy up after myself
Share and take turns with others
Manners cost nothing
"If you can't say something nice, don't say anything at all," Thumper from Bambi
Treat others how I would like to be treated
Be honest
Take part actively in my lessons and share my ideas with my partner
Follow reasonable instructions from all adults and speak politely to them
Acknowledge and apologise for my mistakes and don't repeat them
Support others if they are struggling
Listen to others' views and value their opinions

Stop if a friend tells me to
 Don't use offensive language or be rough on the playground
 If somebody didn't have anyone to play with, you could look after them.
 Apologise if you made the wrong choice.
 Looking at the person who is talking to show respect and not talking over them.
 Doing jobs/helping others.
 Listening to and respecting other people's opinions even if you don't agree with them.
 Being quiet and well behaved in assembly.
 Clapping and being happy for them when someone else achieves something.
 Sharing resources and working together
 Looking after the classroom by being tidy
 Listen to our teachers when they are talking
 Be kind to everybody
 Don't hurt each other
 Be nice and listen to other children in your trio.
 Don't snatch things off people
 Always use kind hands
 Sit nicely on the carpet and look at the teacher
 Show respect by looking after the classroom and not wasting things like paper and whiteboard pen ink!
 Make the right choices
 Look after your friends if they are crying and help them if they are hurt
 Be respectful about your work

Responsibility

Think before I speak.
 Focus on my own learning and don't distract others.
 Recognise when I have done something wrong, apologise and put it right.
 Don't be persuaded by others to make the wrong choice.
 Keep myself safe inside and outside of school.
 Make sure I am organised for the school day and complete reading and homework on time.
 Don't rely on other people – take control of my own learning.
 Tell an adult, when necessary, to stop a problem.
 Remembering homework and reading records
 Checking marking and responding to it
 Looking after our clothing
 Looking after our stationary
 Keeping our cloakroom tidy
 Keeping reading corners tidy
 Putting books back nicely in the library
 Remembering our library books

Aspiration

Put your hand up to answer a question
 Concentrate on your work
 Give full, detailed answers
 Do more than the minimum
 Choose the appropriate challenge for independent work
 Swap challenges part way through if needed
 To be determined to do your learning, and never give up.
 Always be proud of your achievements no matter what level you reached.

Always have high expectations of yourself.
Always persevere in your learning and playtimes.
Encourage others to never give up and develop their growth mind-set.
Always take opportunities, and take new steps confidently.
Think that everything is possible if I try – have a positive attitude.
Aim high and do things to the best of my ability.
Always challenge myself, strive to be better and go the extra mile
Work hard for myself not for others.
Push myself and make myself proud.
Set myself goals and work towards achieving them.
Rely on myself to achieve my goals.
Always try to improve.
Contribute and participate in and out of class.
Compete against myself not others - run my own race.
Be inspired by others to be the best I can be.
Never give up
Be proud of my goals - don't worry about what others think.
Trust and have faith in myself.
Try new experiences and attempt things that scare me – do things that are out of my comfort zone.
Learn and practise from my mistakes.
Be independent.

Kindness

No fighting
If someone falls over ask them if they are ok
Share our things with others
If someone else is crying help them and play with them
Think about using kind words like... I like your dress, your hair is nice, well done - your writing is neat
Remember to use your manners
If someone is hurt, we help them
If a partner is finding something difficult, we try and give them strategies to help
If someone is being mean to a friend, stand up for them
We hold open doors for adults or other children in school and outside of school
If someone has dropped something, we help them to pick it up
We offer to help people in different situations
If someone hasn't got anyone to play with, we ask them if they want to join in

Appendix 5: Suggested Strategies for Teaching the Values and Behaviour

At the beginning of each day children say a pledge based on 4 statements that best reflect our values and promote self-esteem and confidence.

Responsibility

Angel Cards – at the start of the week, children choose a random card that has another child's name on it. It is then their responsibility to look out for that child all week. *(Thank you to Nina Adwick for this contribution.)*

Anger Management

6 KINDNESS RESPECT RESPONSIBILITY ASPIRATION

Describe the anger to the children as a *red beast* that lurks inside us all. Some of us are quickly able to control our beast while for others it's harder. If the beast comes out, we've lost and the beast has won. Explore with children how they can release their anger emotions in a non-damaging way. Drawing a visual image of a boiling pan with a side valve is useful. The aim is to open the valve before the lid flies off and sprays boiling water everywhere. Children can come up with their own personal strategies for opening the valve e.g. counting to 5 before making a decision whether to punch someone.

Dr Margot Sunderland is an expert on child mental health and has written over 20 books. One of them called *Smasher* is useful in supporting older children to understand and control the red beast.

Pooky Knightsmith's strategies for staying calm when cross / things are going to bubble over:

- Write down what's causing the anger and then rip it up
- "5,4,3,2,1" Say this but for each number count that many senses that can be seen, using a different sense for each number
- Breathe in for a count of 1,2,3,4. Hold for the same count. Breathe out for the same count

Positive Behaviour Management

Shining a light / 'say what you see'. Be descriptive of the behaviour you see and where necessary offer alternatives.

Comment on positives more than negatives

Offer plenty of opportunities for reflecting on positive behaviours (possibly use a positive reflection sheet).

Remember that self-awareness is the first step to self-regulation. Once children have begun to develop self-awareness (through the above strategies), teach them strategies for making choices about their behaviour, e.g. 'Press the pause button (squeeze fore finger and thumb together) and give yourself some thinking time.'

Helping with Transitions

Pay attention to how a child reacts to transitions (however minor, e.g. moving from one lesson to the next). If possible allow the child to transition before the rest of the class e.g. leaving the room with a TA to go to assembly before the rest of the class. To encourage the child to feel in control you could offer them a choice of two different routes to get to the hall.

Appendix 6: Specific Praise

We use positive, specific praise. For example, if a child holds the door open for an adult we would say, "Thank you for holding the door open. It was very helpful and considerate." Rather than say, "Good boy." This is also true in class. If a child has used lovely handwriting, we will comment on the specific achievement rather than speak generally e.g. we might say, "You should be very proud of those letter joins. You have joined the letters perfectly just like we practiced." Rather than, "That's good."

Appendix 7: Extreme Behaviour

If a member of staff has been hurt by a child this should be recorded and reported to Torbay via the school office.

Use of Reasonable Force

- Physical restraint may be used if a child or adult is in danger of harm. For example, if children are found fighting or a child is refusing to leave a room where he represents a risk to others.
- Force will not be used as a punishment.
- Parents will be informed when physical restraint has been used on their child.
- Incidents of physical restraint will be recorded in a designated record held in the Deputy Headteacher's office.
- Further guidance can be found on the DfE's Use of Reasonable Force document.
- The following staff have been trained and should be called upon: Sara Pike and Nicole Turner

Exclusions

In cases of severe or persistently challenging behaviour, the Headteacher will make a decision whether to exclude the child.

If the decision is made to exclude the child, the Headteacher will, without delay, notify parents of the period of the exclusion and the reasons for it.

The headteacher will, without delay, notify the governing body and the local authority of:

- A fixed-term exclusion
- A permanent exclusion (including where a fixed period exclusion is made permanent);
- Exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- Exclusions which would result in the pupil missing a public examination or national curriculum test.

Support for Staff

If staff have had to deal with challenging behaviour an opportunity should be provided for them to have some time out before returning to work.

Appendix 8: Behaviour Support

1. We will provide opportunities for children to develop further their social skills. Classroom management will also encourage and support co-operative working situations to promote community dynamics.
2. When appropriate, groups of children will be given specific responsibilities of a social and physical nature with the aim of further developing their sense of community spirit and maturity. For example, some children help with lunch registers, some are sports leaders and Year 6 model expected behaviour.
3. There is a Vulnerable Pupils (VP) document that identifies key children who need a personalized approach, applied consistently by all staff.
4. All children involved in a negative incident will receive support if they need it. This might be at a low level such as a conversation with all involved. Individuals might also be targeted through the class provision map or by use of an individual care plan. Support will be bespoke and is a key component to our work.
5. Staff have received attachment training to help them better meet the diverse needs of our pupils.

6. We have a Nurture room (The Treehouse) and a THRIVE space (The Nest) where children receive support from trained staff. Nurture staff and THRIVE staff work closely with parents and school leadership.

Behaviour Support Services

For children in danger of exclusion there is a tiered approach in Torbay:

1. OSS - The Outreach Support Service at the Chestnut Centre at Mayfield School offers advice and support
2. IOSS – Intensive Outreach Support Service. This service is a 6-8 week programme offered in school with a member of the Chestnut staff working with staff here.
3. Chestnut Centre – children can be managed moved here for a short time
4. EPU – Enhanced Provision Units. These are currently only a proposal which is to have two schools, one at either end of the Bay where pupils can be managed moved for short periods. Our local one would be based at Cockington
5. Ocombe – this is a unit for excluded pupils

Turning Corners Programme – this is a project to help families who might be involved in criminal activity that falls below the police threshold.

Alfie Funding – this is funding made at a faster decision and available up to the end of Reception only and is not linked to an EHCP

Medical Tuition Service – based at Parkfield House in Paignton, this is a service that is developing to help support mental health. It currently is only used to help children with medical needs remote in to schools via a robot.

Young Carers – based at Parkfield House in Paignton

Torbay Educational Safeguarding Service (TESS) – an advice line for schools mainly in relation to safeguarding

Supporting Families – this is part of the government's Troubled Families programme which is led by Vicky McGeough. This is an early help programme which can coordinate advice and services such as Family Support Workers and the Youth Offending Team

Bullying

Bullying is any deliberate and normally persistent act to cause harm. It can involve teasing, interfering with belongings, sexually or racially offensive conduct, ridicule, invasion of privacy, vandalism and intimidation. Bullying may also show itself in more subtle ways such as name calling and children excluding others from games or activities.

Bullying is not tolerated. Through the positive ethos that is generated within the school community, it is hoped that normal childlike disagreements are managed effectively and considerately by both children and adults alike. However, repeated concerns and issues will be given serious attention, involving staff and parents.

Instances of bullying will be recorded under 'Bullying' on CPOMS which will be monitored by the Headteacher.

See the Anti-bullying Policy for further details.

Links to other safeguarding policies

This policy is part of our commitment to safeguarding children. It should be read and interpreted in conjunction with the following policies and procedures that promote safeguarding.

1. Child Protection and Procedures
2. Anti-bullying
3. Attendance
4. E-Safety
5. Health and Safety
6. Equality
7. Outdoor Education
8. Staff Discipline
9. Staff Code of Conduct
10. Staff Grievance
11. Whistle Blowing
12. Data Protection