Behaviour Policy

Date agreed by teachers: 25.2.21
Date agreed by teaching assistants: 3.3.21
Date agreed by MTAs: 26.3.21 & 3.3.21
Consultation with parents: 21.4.21
Date first agreed by governors: 25.2.21

Review date: April 2022

Our School Vision:
We want ourselves and the children in our care to be successful, resilient and inquisitive learners who are happy and well-equipped to participate positively in the community and wider society.

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

Our work on attachment tells us "The brain organises, develops and functions as a reflection of your developmental experiences" (*Dr Bruce Perry).*

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 pupils how to behave and model the correct behaviour
- We will all have high expectations for all pupils and ourselves
- Consistency, engagement and communication between home and school is essential
- This policy applies to all areas of the school including clubs
- We will work closely with parents to help develop a consistent approach between home and school

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

The Class Charter
At the start of each year, the class teacher and teaching assistants work with their pupils to create and all agree on a class charter. This charter reflects our school values and is phrased positively. It is succinct; maybe only 5 points.

The Home School Agreement
We reinforce the collective school values and class charter through our annual Home School Agreement. A child-friendly version of this agreement is in every classroom.

Facilitating the Right Behaviour
- Staff model behaviour in line with our values and our staff Code of Conduct at all times
- Consistent non-verbal signals are used throughout the school (RWi style)

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- All staff take responsibility for understanding the needs of individual pupils e.g. what their triggers may be and how best to interact. Summary guidance for this is found in the Vulnerable Pupil document
- Adults take a proactive approach, acting ahead of time and planning carefully for known times of difficulty (e.g. transition points and lunchtimes. This makes a significant and positive impact to the school day
- A member of the Senior Leadership Team (SLT) will be visible and on duty each day
- Staff on duty at play and lunchtime will actively engage with pupils to facilitate good behaviour and to teach positive relationships
- Older pupils will model the correct behaviour to younger pupils.
- We will use every opportunity to further develop social skills
- Classroom management and enquiry learning will encourage and support co-operative working situations to promote community dynamics
- 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
- Staff have received attachment training to help them better meet the diverse needs of our pupils
- Advice and support can be gained from our pastoral team
- We recognise that self-awareness is the first step to self-regulation. Staff may use the shining a light'/ 'say what you see' strategy which describes the behaviour seen and where necessary offers alternatives. Once pupils have begun to develop self-awareness we teach them strategies for making choices about their behaviour, e.g.
    - Press the pause button (squeeze forefinger and thumb together) and give yourself some thinking time.
    - Plenty of opportunities are offered for reflecting with an adult on positive behaviours

Treating Pupils Fairly
It is recognised that in order to treat everybody fairly, not everybody is always treated in the same way. For example, some pupils with additional needs will sometimes require a different approach that doesn't always apply to others. This is often a difficult concept for pupils, staff and parents / carers 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 they do so. Every effort will be made to communicate clearly to pupils, staff and parents/carers 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."

Helping with Transitions
We understand that transition times in the school day can be difficult for some pupils. We use strategies to help where possible such as:
- Teachers or teaching assistants will **always** meet and greet pupils at the entrance to the classroom, welcoming them in with warm words and then expecting them to use 'classroom behaviour' upon entry

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- Visual timetables are used to help with knowing what will happen next and what's coming up later
- Allowing the pupil 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
- Encouraging the pupil to feel in control by offering them a controlled choice of two different routes to get to the end point e.g. "Would you like to do your maths in your book or on a whiteboard?"
- Pre-preparing engaging activities for pupils to come back to at the end of play so they are excited to return to class e.g. iPad time, Chromebook learning, Nessy, something practical or whatever meets their area of interest
- MTAs will end lunchtime games shortly before the end of lunchtime to ensure an orderly return to class

Recognition
- Specific praise is used frequently for a wide variety of reasons for example, "Thank you for holding the door open. It was very helpful and considerate." Rather than say, "Good boy." If a child has used lovely handwriting, we might say, "You should be very proud of those letter joins. You have joined the letters perfectly just like we practised." Rather than, "That's good."
- Pupils receive positive recognition more often than 'negative' criticism. As a rule of thumb, 70:30 as a very minimum
- There is a Values display in each classroom where pupils who have demonstrated exceptional behaviour can have their name displayed against a specific value. This is a fluid chart
- Teachers may set up a whole class reward system, based on the needs of the class to support a shared ethos / team
- 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
- 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
- Staff will make time for occasional phone calls home alongside the pupil to give positive affirmation e.g. the child might dial the number and when the parent answers say that their teacher / TA want to tell them something. Then they hand over the phone for the adult to explain the recognition. This way the child will hear what has been said and it will boost their self-esteem.

Sanctions
Principles:
- Pupils are not allowed to disrupt the learning of others
- Pupils must demonstrate the school values (respect, kindness, aspiration and responsibility)
- Pupils will be made aware that sanctions are for the behaviour and not the person
- Staff will consult with colleagues when at all in doubt about the best course of action since behaviour management is rarely black and white
- We use the 3Rs to guide us: *relate, reflect* and *restore*

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Early Intervention:
- *Reflect & Restore (R&R)* is our principal method for helping resolve inappropriate behaviour. This is when staff spend time with the pupil helping them to reflect on what went wrong and how to restore the harm done
- It is made very clear to pupils that the consequence for not following the school values is R&R in their time
- The duration of time spent completing R&R will depend on the incident and be relevant to the child's age, their needs and their development
- 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 that the pupil is asked to walk alongside the MTA / TA for 5 minutes reflecting on times when they have behaved well in the past. It might be done in class or at playtime with the teacher. It might require the intervention of SLT during a break
- A good start to R&R is to remind the pupil of the school values and the class charter e.g. by physically taking them to the charter and reminding them that they signed their name to this. This can also be done by reminding the child of the home school agreement and showing them that they signed to agree to this. For low levels of behaviour, these approaches might be enough. It is equally valid for MTAs to use this approach
- R&R should always be done at the earliest opportunity. For example if the incident is low-level and occurs at the very end of morning play or lunch play, staff 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 (because these are part of normal child development).
- 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

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 monitored by the Headteacher.

See the Anti-bullying Policy for further details.

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SLT Intervention:
- If SLT intervene, parents will usually be notified
- SLT will use time on their duty day to complete R&R. The reflection will likely involve creating a 'reflection map' of the incident with the pupil to help them see the impact of their behaviour on others
- Reflection time will likely take place during the pupil's own time e.g. during some or all of their playtime
- SLT will ensure the pupil makes restoration at a suitable time to the people affected
- Restoration might involve a card, an act of kindness, a verbal apology given with sincerity
- Details of the incident will be logged on SIMS by the SLT person. (Teaching staff will be able to see the records of this for children in their class.)
- Consideration will be given to completing a CPOMS entry
- Incidents of bullying and racism will always be logged on CPOMS
- When other children have witnessed a distressing event, SLT will contact these parents so they know what has happened and can support at home.

Escalation / emergency:
- There may be an occasion when removing a pupil to another class is the best solution
- If any pupil is unresponsive to any member of staff and there are concerns about their and / or others' safety, consideration will be given to calling parents/carers and asking them to attend to support staff
- Any SLT member can be called in an emergency situation via a purple card delivered to them or to them via the school office, especially if a child is putting themselves or others at risk
- Restraint will be used as a last resort and wherever possible by trained staff only
  - Physical restraint may be used if a pupil or member of the school community is in danger of harm. For example, if pupils are found fighting or a pupil is refusing to leave a room where he/she 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
- If a pupil is at risk of serious harm (e.g. climbing a high fence) any member of staff can restrain them in these exceptional circumstances
- Exclusion will be used as a last resort. An exclusion on its own is unlikely to lead to improved behaviour. Temporary exclusions will enable time for staff to put in enhanced bespoke plans ready for a pupil's return
- The headteacher will, without delay, notify the Chair of Governors and the local authority of:
  1. A fixed-term exclusion
  2. A permanent exclusion (including where a fixed period exclusion is made permanent);
  3. Exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
  4. Exclusions which would result in the pupil missing a public examination or national curriculum test

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

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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. Chestnut Centre – children can be managed-moved here for a short time
3. Occombe – this is a unit for excluded pupils

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: *Defining our Values*
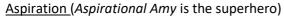
Respect (*Respecting Ricky* is the superhero)
We have agreed that respect is…
being consistently considerate of the people and things around us: we are understanding of the way people are all different and we are caring, thoughtful and supportive to everyone that we interact with.

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…
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.

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

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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

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