

Stradbroke Primary Behaviour Policy



<u>Written By</u>	<u>Written Date</u>	<u>Review Date</u>	<u>Approved by</u>
Stephen Nash	Sep 2023	Sep 2024	Governing Body

Aim of the behaviour policy

- To maintain discipline in school to ensure the safety of all stakeholders.
- Create a positive and orderly atmosphere where learning and teaching can take place.
- Create a safe and caring environment for pupils and staff through the clarification of expectations, roles, rights, responsibilities and consequences of actions.
- Promote staff well-being through the identification of effective systems and practices.
- Encourage pupils to take responsibility for their own behaviour and attitude to learning.

General management

At Stradbroke, we believe that all behaviour is a form of communication and we believe that it is our job as teachers to help support children in understanding their own behaviour and support them to self-regulate their emotions. Each classroom displays the Zones of Regulation (which varies slightly depending on the age of the children) so that we can recognise and support children in managing their feelings and emotions.

All of our staff are 'trauma informed' as we believe that having emotionally available adults who have positive relationships with the children helps to support SEMH and wellbeing. This approach underpins our management of behaviour across school.

- All children have the right to work in a calm, supportive and purposeful atmosphere.
- All children have the right to come into school without the fear of being bullied (see anti-bullying policy).
- Positive behaviours are discussed regularly in class and assembly time.
- Supply teachers receive a pack containing information including our behaviour policy. In order to familiarise supply staff with problems which could arise – teaching assistants (and year group partners) should relay relevant information for their year group.

Behaviour will be dealt with in the following ways:

Reward systems

All staff are encouraged to reward positive behaviour and good citizenship. There are a variety of rewards for good academic work, effort and good behaviour. In order to create a positive atmosphere, teachers are encouraged to reward good behaviour rather than be too quick to sanction negative behaviour. Reward systems are listed below:

- Verbal praise
- Stickers and stamps
- Written remarks about good work
- Certificates for learner of the week
- Text messages home praising positive behaviour/learning

- Sending children to another member of staff for praise
- Mention in celebration or whole school assembly
- Headteacher's certificates
- Teachers may also use individual systems in their classrooms and/or for specific children dependent on their need e.g. dojo points, raffles etc.

All teachers should be looking for the positives in all children's behaviour; however, if a child's behaviour is unacceptable the following sanctions will be taken.

Sanctions

Foundation Stage – to use time out, followed by missed playtime if behaviour continues. Persistent negative behaviour will result in the child being taken to see their Phase Leader or the Inclusion Manager followed by the Deputy Head/Headteacher.

KS1/KS2

Step 1 – Address the behaviour and describe what you would expect (Bill Rogers techniques)

Step 2 – Verbal warning

Step 3 – Missed playtime – this must be supervised by the member of staff concerned

Step 4 – If the behaviour continues – sent to Phase Leader/Inclusion Manager who will follow this up with the member of staff and parents

Step 5 – If the behaviour continues during that day, the child should be sent to the Deputy Head or Head teacher.

If this has happened it should be reported back by the class teacher, then to the parent at the end of the day.

Some serious offences warrant reporting to the head teacher immediately, parents will be informed about this either by the class teacher, a member of SLT or the Head.

Persistent misbehaviour in any school area may result in a daily report card which will be overseen by the class teacher in consultation with a member of SLT or the Head.

Major breaches of discipline e.g. physical assault, major disruption in class, may result in fixed term exclusion either internally or externally, dependent upon the Head's discretion.

Behaviour Support Plans

Behaviour Support Plans are drawn up for targeted pupils with behavioural difficulties. These are drawn up with parents, the SENCO, the class teacher and the child and are reviewed regularly.

Lunchtime Supervision

During lunchtime the midday supervisors carry out supervision. They are required to implement the lunchtime policy and follow the following steps:

Step 1 – Address the behaviour and describe what you would expect (Bill Rogers techniques)

Step 2 – Verbal warning

Step 3 – Time-out – i.e. stand with a midday supervisor for a pre-determined amount of time

Step 4 – If the behaviour continues – sent to the class teacher or member of SLT on duty/Inclusion Manager. They will follow this up with the midday supervisor and they may decide to inform parents.

Step 5 – If the behaviour continues during the day/week, the child should be sent to the Deputy Head or Headteacher.

Parents will be informed if there is no improvement in behaviour and the child may be excluded at lunchtime, with alternative provision being provided. This will be followed if necessary, by a fixed term of exclusion.

The midday supervisors must be treated with the respect expected by all adults at Stradbroke. Verbal or physical abuse will not be tolerated.

Parents

It is hoped that parents will help to reinforce and support the school in its approach to behaviour through this policy, which is available on the website.

Recording Behaviour

Where a specific concern about a pupil is raised, or an incident they have been involved in, a record of this will be kept on the school's private information sharing system, CPOMS.

A record will be kept of incidents which may include :

- Fighting
- Absconding
- Bullying
- Persistent low-level behaviour
- Where a child has need to be restrained (this will also be logged in a separate restraint book)
- Incidents involving a child, or school employee which results in personal injury or damage to property
- Loss, theft or damage to property
- Any other incidents or matters deemed worthy of note

These incidents can be shared with other teachers, professionals, external agencies, parents and social workers where necessary.

Personal Development Metrics

The Personal Development metrics are used to measure and evaluate the impact of our personal development curriculum in improving behaviour and attitudes. Observations and judgements on behaviours in class, at social times, relationships with peers, and relationships with staff are graded for each individual.

Score	1 Exceeding Expectations	2 Meeting Expectations	3 Below Expected	4 Causing Concern
Overall Behaviour	Follows the school rules all of the time.	Follows the school rules the majority of the time.	Inconsistently follows the school rules. Some sanctions needed. (social time isolations)	Rarely follows the school rules and is often sanctioned as a result. (Internal/external exclusions)
In Class	Never distracted from learning. Challenges themselves and actively seeks feedback. Is a role model for other pupils.	Joins in with all learning. Responds positively to challenge and feedback. Is mostly on task despite occasional distractions.	Can be a passive learner. Can be easily distracted and struggles to get back on task.	Consistently demonstrates a poor attitude towards learning.
Social Times/ Relationships with Peers	Supports peers in resolving issues and/or notifies appropriate adults where needed. Is a role model to other pupils.	Is mostly always kind and follows instructions when given. Has secure friendship groups and can resolve most conflict issues quickly.	Can struggle with friendship groups. Gets embroiled in issues that staff often need to resolve.	Rarely gets through a week without issues. Individual timetable and plans needed to avoid problems.
Relationships with Adults	Displays impeccable manners. Can be trusted at all times to carry out tasks as seen fit by adults.	Is respectful to all adults. Follows instructions quickly. Displays consistent good manners.	Can demonstrate poor manners. Often needs reminders to follow instructions.	Consistently demonstrates poor manners and is often rude to staff and adults. Is often unwilling to cooperate.

Class teachers regularly monitor and evaluate the behaviour and attitudes of pupils within their class and the Personal Development Lead and other members of the SLT regularly evaluate trends from across year groups, phases and across school. This data is used to support intervention and staff training in order to continue to develop and improve behaviour and attitudes.

Intervention

At times, a child may be exhibiting behaviour which could result in harm to themselves or others. If a child violently attacks another child or adult, or is liable to harm themselves and does not respond to requests to calm down/distraction techniques, then physical restraint by trained Team Teach personnel is necessary. A list of trained personnel is available in the school office.

When incidents of Restrictive Physical Intervention (RPI) occur, these incidents will be recorded on CPOMs under the relevant category. These will be discussed with and signed by a member of the Senior Leadership Team (SLT). This will form the debrief, repair and reflection process that will follow an incident. This book will also show any accidents or injuries to staff or pupils. Parents will also be informed by a member of the Senior Leadership Team.

When might exclusion be used?

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.’

(DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England’ September 2017).

Fixed Term Exclusion

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious. The Head will consider the nature of the misbehaviour when deciding upon the length of a fixed term exclusion.

The following are examples;

- Repeated failure to comply with a reasonable request from a member of staff
- Verbal abuse of staff, other adults or children
- Repeated use of bad language in school, in the school grounds, on the way to or home from school
- Failure to comply with the consequences of bad behaviour
- Wilful damage to property
- Repeated bullying
- Violence towards another child or towards an adult
- Repeated fighting
- Theft
- Persistent defiance or disruption in the classroom
- Other serious breaches of school rules

Permanent Exclusion

'A decision to exclude a pupil permanently should only be taken: in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'.

(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2017)

The Head teacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' misbehaviour.

Discipline beyond the school gate

Parents/carers are encouraged to report anti-social behaviour and bullying incidents that occur anywhere off the school premises which pose a threat to a member of the public or a child as soon as possible; this includes any occurrence of cyber bullying or e-bullying. Behaviour out of school that affects a child within school needs to be dealt with by the school following the school discipline and behaviour policy.

Support for students who experience difficulties complying with the behaviour policy

If a student is regularly missing playtimes, being sent to another class or removed from class by a member of the senior leadership team, the school will work with the child's parents to address this behaviour and support will be put in place to help the child comply with the behaviour policy.

Similarly, if a pupil is vulnerable to exclusion support must be put in place.

This may include the following:

- Referral to the Inclusion Manager/SENCo
- Daily discussion with a member of the Senior Leadership Team
- An individual behaviour plan that outlines specific behaviours, actions, rewards and sanctions
- Support at lunchtime and playtime
- Mentoring by older children
- Inclusion in a nurture group
- Classroom based support e.g. small group or 1-1 support from a teaching assistant
- Home – school behaviour chart/records
- Internal exclusion

Inclusion Manager

Our Inclusion Manager can offer individual and small group support to children who are experiencing social or behavioural problems. Parents may be invited into school and involved in the process.

Other policies/documentation which may be used for reference:

- Anti-Bullying Policy
- Equality Policy
- Child Protection Policy
- Lunchtime Policy
- Policy on Physical Interventions Care and Control
- School aims and vision