



Behaviour Policy

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INTRODUCTION

A teacher's response has crucial consequences...it creates a climate of compliance or defiance, a mood of contentment or contention, a desire to make amends or take revenge... Teachers have the power to affect a child's life for better or for worse. A child becomes what s/he experiences. While parents possess the original key to their offspring's experience, teachers have a spare key. They, too, can open or close the minds and hearts of children.

Haim Ginott

Section 1 - Behaviour

A. VISION

Steel River Trust believes:

- That all schools should create a safe, happy, nurturing and inclusive environment that allows all children to flourish
- That we will challenge everyone's mindset to foster a love of learning, curiosity and belief in possibilities.
- That we can overcome any barriers that stand in our way
- That we will develop independent, resilient and self-motivated learners who are aspirational.
- That children should be exposed to a wide range of experiences to explore their interests, talents and passions and to become well informed young people who are able to form their own opinions and make safe and effective choices.

Exceptional learning will only take place if relationships and attitudes to work and to school life in general are positive. Therefore, the whole Trust policy for behaviour management is very important in setting and maintaining an acceptable code of behaviour for the staff and pupils.

All children need clear guidelines for behaviour. They need to know what is good and praiseworthy, and what is unacceptable. These factors contribute to the secure and orderly environment which is essential for effective teaching and learning.

Each school within the academy trust has its own systems and procedures for managing behaviour at school level (see appendix A). However, this policy provides a framework for a whole Trust approach and ensures individual policies and procedures are aligned with the Trust vision and ethos.

The policy is based on the following principles:

- High expectations
- Shared understanding
- Mutual respect and trust
- Fairness
- Honesty
- Positive reinforcement
- Partnership with parents and carers

The policy should be read and reviewed in conjunction with other Trust policies, including Safeguarding, SEND, Equalities and Exclusion to ensure the consistent support of our children and their families.

Our Schools provide a welcoming, caring environment where children and young people are supported and encouraged to learn through personally tailoring curriculum opportunities and approaches to meet individual needs.

Supporting our children and young people in taking responsibility for good behaviour and ensuring the inclusion of each individual is the duty of every member of our school communities.

In our schools we provide system of rewards for good or improving behaviour and pathways for reflection, reparation and correction where behaviour does not reach the expected standard and impacts on the education, safety and wellbeing of others. These are supported and applied consistently and fairly across all of our schools.

B. CODE OF CONDUCT

In our Schools we believe:

- Everyone should feel safe and secure
- Everyone should feel cared for and valued
- Everyone has a responsibility in creating and sustaining a positive environment
- Everyone is equal regardless of race, colour, gender or religion

Each day we expect:

- All children to attend school on time wearing the correct uniform and with the right equipment including homework, PE kits, reading books
- Our school buildings and school property to be treated with respect
- Children and young people to behave in a way that does not cause harm to others
- Children and young people to act in a way that does not bring the school into disrepute

Promoting positive behaviour:

- Every pupil is treated as an individual – We get to know and understand our children well. There is a high level of adult pupil ratio which allows staff to identify individual needs and ensure targeted support is provided to all those who need it in a timely manner.
- Every member of staff within each school is aware of each pupil's Individual learning, behaviour needs and risk assessments associated with them.
- A holistic approach to children's education, ensuring staff work collaboratively to meet the academic, pastoral and mental health and

wellbeing needs of all our pupils. Pupils voice forms an integral part of shaping our educational provision

- We offer unconditional positive approaches to all of our children. We acknowledge and accept that mistakes can be made, but we separate the behaviour from the pupil and support the pupil consistently without prejudice or judgement.

C. STAFF RESPONSIBILITIES

Positive relationships between staff and children are crucial in establishing and maintaining consistently high standards of behaviour.

An essential aspect of creating positive relationships is to develop children's self esteem. Everyone needs to feel good about themselves, to receive recognition, attention and appreciation.

Some children are vulnerable at home and isolated at school. It is the role of all staff to create a sense of belonging, acceptance and to teach children how to enjoy friendships.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages high levels of engagement from pupils
- Display and regularly reinforce classroom rules and expectations and support pupils within these
- Leading by example
- Greeting pupils in the morning/at the start of lessons
- Concluding the day positively and starting the next day afresh
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
Highlighting, promoting and naming good behaviours every lesson
- Having a consistent plan for dealing with low-level disruption
- Using positive reinforcement and consistent responses to good learning behaviours
- being fair and consistent with praise and punishment,
- giving children strategies for resolving difficult situations,
- responding when asked for help.

A successful policy for behaviour management is dependent upon a consistent approach by all adults working in school. It is essential that teachers offer support to all classroom helpers and Lunchtime Supervisory Assistants by:

- making them aware of the school policy and making sure class/school reward systems are available to them
- establishing what is unacceptable behaviour and what is praiseworthy

- Letting the children see that you are in close communication and share the same rules and expectations.
- Supporting Lunchtime Supervisory Assistants with lining up and leading them in to the dining hall, during wet playtimes by ensuring indoor equipment is set out/available to them etc.

D. REWARDS AND INCENTIVES

In a Behaviour Policy based upon positive reinforcement it is vital that the children are made aware of the privileges, rewards and incentives which can be earned by working hard and behaving well.

At Steel River Academy Trust we believe strongly in the value of a smile or a positive verbal comment as a reward for good behaviour. Good choices are rewarded in a range of ways including:

- Sharing their work with the class or another member of staff
- Celebration assemblies
- A positive telephone call home
- Individual school reward systems (e.g. prize draws, tokens, reward trips and recognition time etc).

However, children should not always expect material rewards for good behaviour and hard work as this is not conducive to developing self-motivated pupils. We want children to be motivated by their achievements and successes and not solely by rewards and prizes.

E. CONSEQUENCES

Where behaviour causes harm, damage or disruption, we support our children to self- regulate their behaviours and to understand that actions have consequences. These may include:

- Reflective conversations to explore understanding of harm and impact on others
- Expecting work to be completed at home, at break or lunchtime
- Removal from social spaces and/ or from others to protect from harm, including verbal, emotional or physical harm.
- Letters, phone calls home to parents/ carers or arranged meetings for more serious or multiple incidents
- Supporting ownership of behaviours through home – school liaison books
- Isolation periods to give time to reflect, repair and restore behaviours
- Reduced or removal of break and lunchtimes

F. DEALING WITH NEGATIVE BEHAVIOUR

General Principles

- Keep corrective interaction as unobtrusive as possible to maintain a pleasant, positive tone to classroom life, so that when there is a need to be more intrusive, such intrusions are seen to be more significant.
- Keep a respectful, positive tone of voice.

- Avoid unnecessary confrontation, including embarrassment, sarcasm, personal comments or sense of continued hostility.
- Avoid pointing fingers or gesticulating. Use an 'open hand' when emphasizing.
- Be brief. Avoid long recriminations and lists of previous behaviours.
- Ensure sanctions are appropriate to the age and stage of the child and limits further disruption to their learning

G. PHYSICAL RESTRAINT

Staff at Steel River Academy Trust will only use physical restraint, such as a holding to prevent physical injury to adults/children and/or serious damage to property. At times of heightened anxiety or distress, children are supported by adults trained in the 'Team Teach' approach, a de-escalation, positive behaviour management and physical handling intervention programme. The de-escalation strategies taught, reduces the need for physical intervention and restraint as it equips individual staff and teams to manage challenging behaviours and conflict safely. Where physical restraint is necessary, 'Team Teach' Restrictive Physical Intervention (RPI) techniques should provide a gradual, graded system of response commensurate with the situation; task and individual involved.

Physical restraint of a child should only be carried out by staff members who have completed up to date 'Team Teach' training and who are trained to carry out the deescalating and holding techniques safely.

Recording and Reporting

All school's use the C-POMS electronic system for recording incidents of poor behaviour. In addition, where restrictive physical intervention has been necessary the incident is recorded on to the 'Team Teach incident log prior to the end of the day and before the relevant staff leave work. Details will include:

- Name of child
- Date
- Time of incident
- An account of events leading up to and including the incident
- Staff involved
- Actions

This is then signed and approved by the responsible member of SLT. Incidents involving Restrictive Physical Intervention (RPI) will be reported to the main parent/carer.

H. ABSCONSION

Many of our children have great difficulty in recognising the dangers associated with their communities and the wider world. Also, when some children become overly anxious and distressed, their response is to get away

from the situation which occasionally results in them absconding from the school premises.

Person with Responsibility:

It is the responsibility of all members of staff to report a child/ young person who is absent from their care. In order to ensure no time is lost in initiating the procedures, the absconsion should be reported to the on-site Designated Safeguarding Lead immediately.

Procedure for Absconsion from school premises

1. A search of the immediate area or places the pupil is likely to have hidden should start immediately and a note should be made of the exact time the pupil was reported missing.
2. If a pupil is seen leaving site and remain in the vicinity, they should where at all possible be observed and supported in returning to site.
3. If a pupil cannot be seen or goes out of sight for more than 10 minutes: the on-site Designated Safeguarding Lead will be informed and parents/ carers contacted.
4. If after 15 minutes the pupil is not found, the absconsion is officially reported to the police on 999 who will take responsibility for co-ordinating further action.
5. Parents/ carers will be informed of developments and of the police involvement.
6. A note of where the pupil was last seen, what they were wearing, specific medical needs and care arrangements will be provided to the police.

I. CONFISCATION

Where a student is in possession of banned items, items which disrupt the day to day running of the school or items which are deemed to be inappropriate, these will be confiscated and returned at the end of the school day. These will not be returned prior to this time, except on collection by parent/ carer. Items which are either age inappropriate or items of concern will only be returned to parent/ carer.

Banned Items include:

- Mobile phones
- Electronic devices
- Camera or recording equipment
- Age-inappropriate material
- Anything that may be deemed as a potential weapon
- High Energy drinks
- Any illegal substance, alcohol or smoking associated items

If staff feel it is necessary to search a child, they can instruct children to turn out their pockets or their bags and open their trays. Children and their possessions can be searched where staff have serious concerns that a child is in possession of weapons, alcohol, controlled drugs and stolen property. This may be done with a member of the senior leadership team present.

Caedmon Primary School – Behaviour Appendix

Statement of ethos and values

At Caedmon Primary School, we believe that all members of our school community have a responsibility towards the creation of a positive and supportive learning environment. Teachers and support staff work to give every child the skills and confidence that will enable them to make choices in their lives; this extends to the choices that are made in terms of behaviour.

In the vast majority of circumstances and for the vast majority of pupils, we promote a consistent approach to dealing with all incidences of undesirable behaviour. We do, however, recognise that our pupils are individuals and that they each have unique strengths, areas of difficulty and, in some cases, very specific emotional/behavioural problems. We recognise that, at times, it may be necessary to be more flexible than usual if a child acts out of character and against the agreed rules. Consideration should always be given to the cause of unusual behaviour when dealing with a situation. Similarly, pupils with recognised and specific emotional/behavioural problems require a prescribed and planned response which must be followed by all staff members.

As well as the above, we ensure that we:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

Values & Principles

1. We value all the children in our school equally;
2. We aim to create a positive climate with realistic expectations;
3. We emphasise the value of being valued as an individual within the group;
4. We promote, through example, honesty and courtesy;
5. We provide a caring, effective learning environment;
6. We encourage relationships based on kindness, respect and understanding of the needs of others;
7. We ensure fair treatment for all, regardless of age, gender, race, ability and disability; and
8. We reward good behaviour rather than merely deterring poor behaviour.

Expectations

We set the following high expectations of pupil behaviour;

1. Pupils will treat all members of our school community with respect and kindness;
2. Pupils will adhere to school rules;
3. Pupils will adhere to playground rules when playing outside;
4. Pupils will adhere to the dining hall rules when in the hall;
5. Pupils will walk along corridors and respect that other classes will be working by walking around school silently;
6. Pupils will walk in the dinner hall, ensuring their chairs are stored safely and that they take their turn in the queue;
7. Pupils will enter the hall for assembly silently, in a calm manner;
8. Pupils will maintain the same high standards of behaviour in after school clubs as they do in school time;
9. Pupils will appreciate that they are representing the school when taking part in excursions and residential, maintaining an exemplary standard of behaviour throughout;

School Rules

At Caedmon Primary School, we have three sets of rules; classroom, playground and dining hall rules.

School Rules	Playground Rules	Dining Hall Rules
<p>I do as I am asked first time.</p> <p>I speak politely and kindly to others - I call people by their proper names and say please, thank you and excuse me.</p> <p>I keep my hands and feet to myself.</p> <p>I listen carefully when other people are speaking.</p> <p>I put my hand up when I want to speak.</p> <p>I work and talk quietly and let others concentrate on their work.</p> <p>I always do my best and try to finish my work on time.</p> <p>I help look after our school and other people's work and belongings.</p> <p>I walk in the corridors and the classroom.</p>	<p>I do as I am asked first time.</p> <p>I speak politely and kindly to others - I call people by their proper names and say please, thank you and excuse me.</p> <p>I keep my hands and feet to myself.</p> <p>I ask if I need to go to the toilet.</p> <p>I stay inside the safe area of the playground.</p> <p>I let others play their games without spoiling them.</p> <p>I help to keep the playground free from litter.</p> <p>I use the playground equipment safely.</p> <p>I ask a teacher to help if I am having an argument.</p>	<p>I stay in my seat and at the same table.</p> <p>I put my hand up if I need something.</p> <p>I only eat my own food.</p> <p>I use a quiet voice.</p> <p>I help keep the dining hall clean and tidy.</p> <p>I walk in the hall and corridors.</p>

We praise and reward acceptable behaviour rather than repeatedly focussing on undesirable behaviour.

We use the language of '**choice**' and stress that children must choose to either behave in an acceptable manner or accept the consequences. At all times, children are encouraged to '**fix**' their behaviour so that no further consequences need apply.

Rewards

Pupils are rewarded for good behaviour in the following ways:

- Each week, two pupils from each class are chosen to win the Caedmon Badge. In order to be eligible for the class badge, a pupil must receive no behaviour consequences for the week, be in school each day on time and have completed their reading each night. One pupil from the whole school is chosen to win the Head Teacher's badge, for doing something special over the course of the week.
- Children can earn 'behaviour' points by following class rules or meeting the expectations set out above. These points are recorded on a 'behaviour' chart which is displayed in each classroom. The child with the most points at the end of each week is announced as the 'best behaved' pupil that week. ;

- Each week, the child with the most behaviour points in each class is entered in to the 'behaviour' draw, which is drawn during celebration assembly every Friday. The winner receives a prize and each pupil is then given the school mascot to keep on their desk for the following week, as recognition for being well-behaved. – please get this started again after Easter
- Children can earn 'team points' for good work, working well as a team etc. This is then added to the team totals which are announced during assembly each week.
- When praising good behaviour, all staff members are specific (e.g. I really liked the way you walked sensibly to line up for dinner).
- Teachers may also use prizes or stickers, at their discretion, for 'star of the lesson' or 'star of the day'. There is no expectation for a staff member to do this.
- At the end of each half term, children who have received 5 minutes or no minutes over the course of the half term are invited to a Behaviour Party (KS1) or Behaviour Activity (KS2). Children with exemplary behaviour throughout the school year are invited to participate in an end of year behaviour reward.
- Teachers complete one 'Well Done' postcard each week, which is sent home to celebrate a child doing something well but not necessarily meeting the criteria to win a badge.

Consequences

Every member of staff expects **all pupils** to follow the rules. Any child who breaks a school rule will receive the consequence listed below. **Time cannot be earned back.**

EYFS Behaviour Management

The children are taught the school rules towards the end of the Nursery year.

All children in EYFS will be taught a range of calming strategies – the children will be supported to apply these strategies when behaviour has escalated. If there is an issue with a child's behaviour, a member of staff will work alongside them to follow the RULER process (Recognise, Understand, Label, Express, Regulation). Calming strategies will then be used and the child will return to their activity when they are ready to do so – they will be overseen by a member of staff following this.

In EYFS, parents/carers may be contacted to support staff with behaviour. In Nursery, hours can be altered to support a child to settle in (e.g. if a child is finding it difficult to settle initially, they may attend nursery for a shorter period of time which would be increased until they are accessing their full entitlement).

The classroom teacher will make phone calls home if required.

KS1 and 2 Consequences

If a child breaks a school rule, the following consequences will be applied:

1	Warning – "Think about which school rule you are breaking. Please make the right choice." If the pupil stops breaking the school rules, no consequence will be applied.
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If the pupil continues to break school rule, the following steps will be followed until behaviour improves.			
	In school	At playtime	In the dinner hall
2	5 minutes missed playtime, writing lines.	During outside times, if the children break a school rule they will be sent inside, to the	Child may be moved to another table or to a different point in the line.

3	15 minutes missed playtime, writing lines.	member of staff who is on indoor duty. They will miss the rest of that session, unless they have broken the hands and feet rule.	They will miss the rest of that session, unless they have broken the hands and feet rule.
4	Removal (working in another classroom or remove room for the remainder of the morning/afternoon). Conversation with parents (preferably face to face, but a phone call home if this is not possible, incident logged on CPOMS. The child will start a two week behaviour monitoring chart. Pupils from Year 1 – Year 4 will be removed for 2 mornings or afternoons. Pupils from Years 5 and 6 will be removed for 3 mornings or afternoons.		
A child breaks the rule 'I keep my hands and feet to myself' at playtime.		KS1 - The child will miss 2 days of playtime and dinner time, writing lines. The child will start a two week behaviour monitoring chart. KS2 - The child will miss 3 days of playtime and dinner time, writing lines. The child will start a two week behaviour monitoring chart.	

There are other consequences that are **additional** to those listed above. These are:

Warning	5 minutes	Removal from class
Given for breaking a school rule: Not speaking politely or kindly to others Not listening carefully when other people are speaking Not putting their up when they want to speak Not working or talking quietly Not letting others concentrate on their work Not trying to do their best	Given after a warning for repeated behaviour or immediately for one of the following: Talking in the corridor Swinging on a chair Running in the corridor Name calling Speaking when entering or exiting the dining hall at dinner time or for assembly Leaving the classroom without asking Talking about boyfriends/girlfriends	Children will be removed from class for half a day for: Spitting on the floor Passing messages Lying to a member of staff Children will be removed from class for a full day for: Swearing Destroying property Children will be removed from class for a two days for: A violent act or the threat of violence Use of racist, homophobic or offensive language Refusing or disrespecting a member of staff Walking away from a member of staff when being spoken to

If it is deemed necessary to remove a child, they will work in another classroom in school away from their peers, with in a designated classroom.

Registration Class	Designated Classroom
Nursery	Reception
Reception	Nursery
Y1 and Y2	Year 4
Y3 and Y4	Year 6
Y5 and Y6	Year 2

In EYFS or Y1 (depending on the development of the child), a child's removal consequence may be shortened following discussion with the DHT.

If a child is removed from class or breaks the 'hands and feet' rule at break time or dinner time, they will begin a two week behaviour monitoring period. DHT will meet with the child on a regular basis over the two week monitoring period, to discuss their behaviour.

The 'Behaviour Guidance' and 'Routines and Expectations' documents provide further guidance for class teachers.

Record Keeping

Any instances of undesirable behaviour (5 minutes, 15 minutes or removal) should be recorded on the class behaviour chart. will speak to any children who have an increasing number of logs on the class behaviour chart and monitor this informally. Removal from class or 'hands and feet' at playtime should be logged on CPOMS.

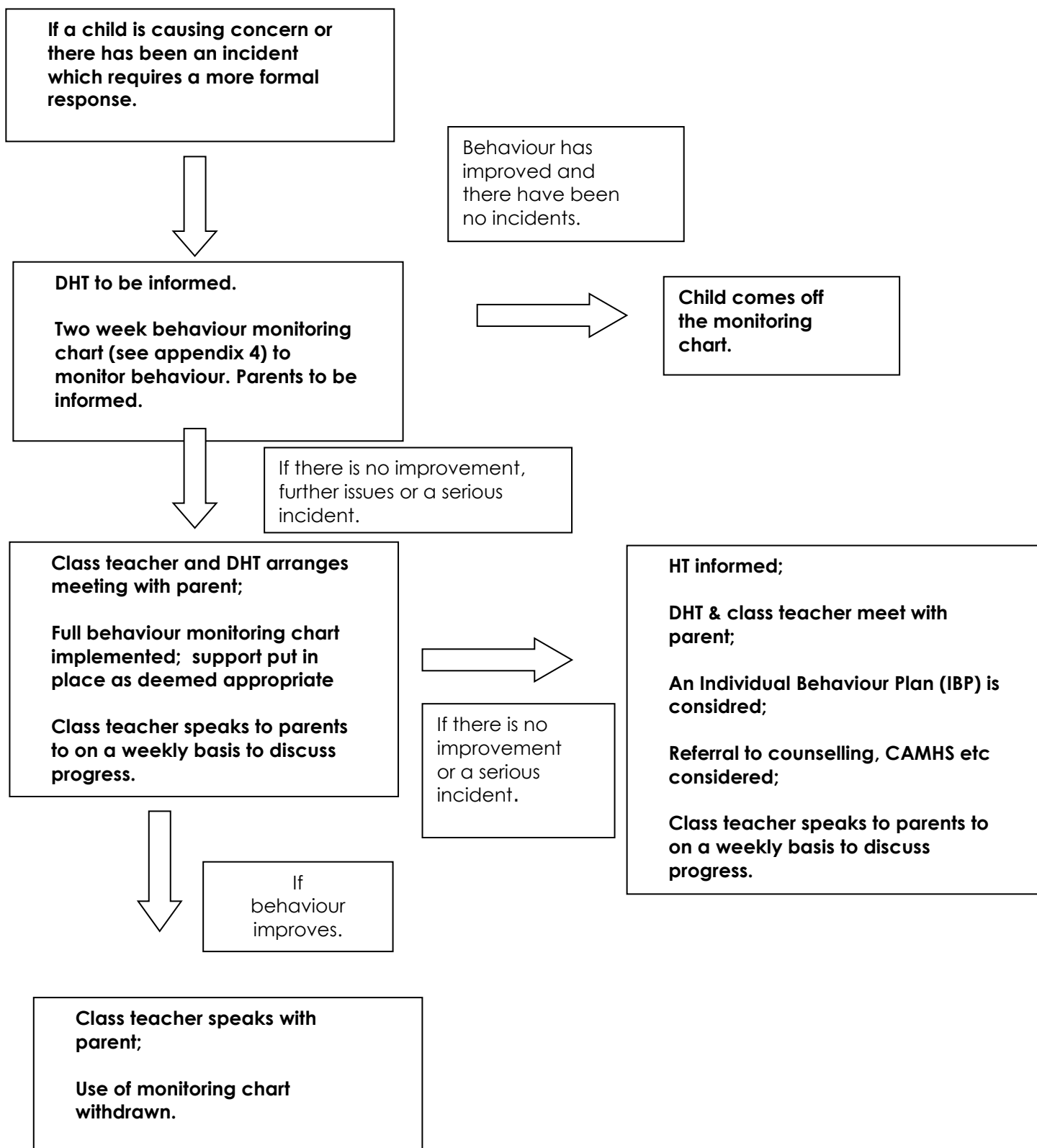
Class charts are electronic and are analysed and stored by the DHT. Start and end dates of any children who are on two week behaviour monitoring are also recorded and smiley face charts are saved.

Where the behaviour of a child is a significant cause for concern, or their emotional and social needs require significant additional support, that child and the child's parents should be made aware of all concerns and their child's needs. A plan of support is then made between the DHT, parents, the class teacher and the child.

School will record any incidents or concerns, the steps taken to meet the pupil's individual needs, along with the outcomes of consultation with parents on CPOMS.

If an Individual Behaviour Plan (IBP) is deemed necessary (see flow chart on following page), this will be written in collaboration with the pupil and his/her parents and signed by the class teacher, parent and pupil. All staff members who work with the child will be directed to read the document to ensure consistency in approach.

Intervention Procedures for Pupils with Persistent Behaviour Concerns



Intervention Procedures for Pupils with Persistent Behaviour Concerns within the EYFS.

