



Review Body:	Full Governing Body
Responsibility:	Headteacher
Type of Policy:	Statutory
Review Period:	Annually
Reviewed:	July 2020
Next Review:	July 2021

## Introduction

Our school is a community of pupils, teachers, teaching assistants, lunchtime supervisors, governors, parents and other adults.

A community works best when every member feels valued and included. It is everyone's responsibility to contribute in partnership to ensure our environment secures positive, respectful behaviour and a safe, supportive and caring learning environment.

### Aims of this policy

To promote our Christian values for behaviour in learning and life.

For all to feel valued, included, respected and treated fairly.

To secure positive behaviour and relationships.

To promote self-discipline and personal responsibility.

To promote self-esteem and respect for self, others and the environment.

To have clear agreed expectations so that everyone is treated consistently and fairly.

To encourage good behaviour through recognition.

To ensure poor behaviour does not attract recognition and importance.

### We believe that:

All adults should be positive role models in the way they treat children and other adults

Children respond better to encouragement rather than punishment and so we place emphasis on recognition of good and 'over and above' behaviours, rather than giving attention and importance to poor behaviours.

Good behaviour needs to be taught – we develop pupil's understanding through our curriculum including Values, Relationships Education and Pupil Councils.

We should treat others in the way we would like to be treated.

Developing a growth mindset contributes to self-regulation and motivation which contributes to positive behaviours for learning.

The use of genuine praise for pupil efforts promotes a positive atmosphere for learning, promoting encouragement to strive and 'exceed expectations'.

Working in partnership within school, with parents and other agencies is more effective in managing persistent or serious poor conduct when it arises.

### Roles

The creation of a happy, safe and respectful learning environment is everyone's responsibility at our school. *Everyone* has a role to play:

#### All staff and regular volunteers are expected to:

- Actively model our values, in relationships with others.
- Be welcoming to pupils, when they arrive each day.
- Teach pupils through the curriculum and other opportunities to understand what positive relationships and behaviours are in school and in life.
- Plan and teach lessons that promote pupil engagement, motivation and challenge for learners.
- Follow clear and agreed expectations of pupils' behaviour and learning, including establishing clear rules and routines.
- Recognise, through verbal praise and other means, the behaviour they want to see, and those pupils who go 'over and above'.
- Apply Golden and class rules, rewards and sanctions consistently and fairly.
- Be calm when dealing with negative behaviour.
- Encourage pupils to reflect on the effects of poor behaviour, as well as placing a sanction, where required.
- Communicate positive messages about behaviour and learning as well as sharing where there are concerns about a child's behaviour or welfare.

### **Children are expected to:**

- Be ready, safe and respectful
- Act as good role models to each other, treating others in the way they would wish to be treated.
- Be involved in determining class rules.
- Follow the whole school Golden Rules and class rules.
- Accept responsibility for their own behaviour.

### **Parents/ Carers are expected to:**

- Work in partnership with the school in supporting the school aims and practice within this policy
- Support the school in providing a consistent message about behaviour expectations
- Encourage their child's positive behaviour in school, and acknowledge their child's effort and achievements
- Support their child to be ready for the school day and for learning
- Communicate with the school, to ensure that school staff are aware of any issues that may affect their child's behaviour.
- Support the actions of the school where it has used reasonable sanctions to uphold behaviour and discipline.

### **The Headteacher will**

- be visible and available whenever possible.
- be involved in recognising and acknowledging positive behaviour and achievements.
- be responsible for ensuring the implementation of this policy throughout the school, establishing an environment that encourages positive values and behaviour.
- be responsible for safeguarding the health, safety and welfare of all children in the school.
- support staff in the implementation and review of this policy.
- be responsible for ensuring records of reported incidents of serious misbehaviour, bullying and discriminatory are kept.
- be responsible for giving fixed term exclusions to individual pupils for serious acts of misbehaviour, ensuring procedures as detailed in Norfolk guidance are followed, including notification of governors.
- to report to Governors on the effectiveness of the Behaviour Policy.

### **Ensuring Consistency throughout the school ... 'This is how we do it here'**

- Consistent simple clear language around behaviour expectations; recognition, positive phrasing, de-escalation script, avoiding negativity – saying what behaviour you do want, not what you don't want;
- Consistent simple clear whole school 'Golden' rules, easily applied and understood
- Consistent, calm adult behaviour
- Consistent approach to praise and reward; positive reinforcement;
- recognition of over and above (Team points/ certificates, Gold book, Superstar)
- Consistent stepped approach and consequences to negative behaviours; restorative follow up
- Consistent models for learning, such as growth mindset; teaching about emotions, and how to manage these
- Consistent practise for routines, in classes and around the school
- Consistent environment – visible messages, signs, positive images, calming rather than over stimulating rooms and areas.

## **School Rules, Recognition and Sanctions**

The purpose of the rules is to promote positive behaviour, so rules are phrased positively, and are limited in number, rather than being a long list. They cover behaviour in the classroom and around the school.

### **School Rules:**

This is a set of school rules established and agreed by pupils and staff. These are limited in number, displayed around the school, and referred to regularly. These are called our GOLDEN RULES.

### **Class Rules**

At the start of each year the class teacher discusses a set of clear concise routines with the children.

### **Recognition**

We place emphasis on praise and recognition to encourage children to recognise and demonstrate positive behaviours for learning and positive relationships.

Our staff understand that a quiet word of personal praise can be equally effective as a more public acknowledgement.

Our Growth Mindset approach to learning recognises effort above the completion of a task.

When giving awards, it should always be made clear what the award is for. Awards should not be taken away once they have been earned- Any later incidents should be treated separately.

We praise and award children in school in the following ways:

- The school operates a Team Points System. All children are given a Team Point Card. A child is awarded a team point for effort, attitude, achievement. The member of staff awarding the point signs the card to award a point, ensuring the child knows the reason.
- Once the child has 25points, a 1<sup>st</sup> Team point certificate is awarded. The certificate is awarded in Celebration Assembly. The children then work towards a 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> certificate and so on. 25 more points are needed for each certificate. (eg 50points = 2<sup>nd</sup> team point certificate.)
- The children are in 'House' teams – Swans, Kingfishers or Herons- and the points that each child collects contribute to their team's total. The leading team is announced each week. This promotes collective as well as individual responsibility through 'team effort.'
- Children may be asked to take work or explain to the head teacher about an excellent effort or achievement. When this happens children are entered into the Gold Book and a Gold Certificate is awarded in Celebration assembly.
- The Headteacher awards weekly Superstar Certificates, with a particular focus, but not exclusively on our Christian Values and Citizenship,
- Celebration also acknowledges effort, achievement, kindness, empathy, team work including at playtimes, through an MSA Playpal award, as well as out of school visits, events, sports tournaments, and from pupil's own efforts out of school.
- Attendance Certificates are awarded termly for 100% attendance. Gold (100%) Silver (99%) and Bronze (98%)attendance certificates are awarded at the end of each school year where overall attendance is above 98%. The Three Mousekateers' are awarded to the class with the best weekly attendance.

## Sanctions

Emphasis is placed on helping children to understand and reflect what they have done wrong, and the consequences, including the effect on others. Truthfulness and Forgiveness are valued, as is reconciliation, and the opportunity to 'put things right'.

## Stepped approach to managing behaviour

Core messages:

- Seek engagement/ motivation within the classroom for learning and being part of the group
- Most pupils will respond to an initial gentle prompt
- Praise the behaviour we want to see;
- Share 'over and above' behaviours with parents/ carers
- Minimise recognition and attention for unwanted behaviour; prevent 'kudos'
- Sanction is for the behaviour not the child.

We use the following stepped response when misbehaviour occurs to encourage and provide opportunity for the pupil to make the right choices.

Step	Action
<b>1 Reminder</b>	non verbal signal then verbal reminder of the expectation/rule- privately/ quietly next to the pupil where possible*
<b>2 Caution</b>	2 <sup>nd</sup> reminder about the rule and expectations of behaviour (privately/ next to the pupil where possible)* Make the pupil aware of their behaviour and clearly outlining the consequence Remind the pupil of previous good behaviour/ example
<b>3 Last Chance</b>	Speak to the pupil quietly ( ie not drawing attention in front of the class) and give final opportunity to engage. If you have reached this stage, the pupil will have 5 minutes** of playtime taken away for a reflection time during break/ lunch. This will be a restorative dialogue (Step 5) with the adult giving the sanction.
<b>4. Time Out</b>	Should the pupil not respond to the rule as instructed, the pupil will be asked to have time away from the classroom. This is a short time away to calm down/ compose/ move away from the situation. This needs to be in another classroom/ quiet space. This is supervised, the adult with the pupil will continue with their own task If the pupil refuses to leave the class, then support can be requested by sending a Red card to the office/ HT office. At Step 4, pupil behaviour will be recorded in the Behaviour log
<b>5. Repair</b>	Restorative conversation if a pupil has reached step 3. This will be with the adult who gave the sanction. The pastoral TA can support if required (complete Behaviour and Restorative chart with the child, and put in child's file. <i>what happened?</i> <i>who has been affected?</i> <i>how could this make them feel?</i> <i>what could be done to help to put things right?</i> <i>what could be done differently next time?</i>

\*When speaking to the pupil, seek to

- do this privately, quietly and calmly so as not to draw attention to the behaviour (from the rest of the class)
- Give take up time, by turning your attention to something else after giving a reminder.
- Maintain an appropriate level, non- threatening stance.
- Don't respond to secondary behaviours at the same time, make a note for follow up.
- Always seek to de- escalate at the earliest step where reasonable and possible.
- Acknowledge/ give praise for pupil's required response.

\*\*The specified time will allow for the pupil to maintain some break time and have lunch at their usual time.

## Breaktimes/ MSAs

Where the behaviour occurs at break time, the period of 5 minutes 'Time Out' will be in the designated area (bench next to Oak class)

At the end of the given time, the same adult then speaks to the child again, using the restorative questions to ensure he/ she has understood what they have done wrong and what the expected behaviour is.

Staff on duty /MSAs will complete the Breaktime Behaviour Log, when a pupil has had 'Time Out' and advise the class teacher the pupil has had time out at the end of the break time. A Behaviour and Repair chart may be considered appropriate. This should be completed and given to the class teacher for the child's file.

During playtime and lunchtime should behaviour continue to be unacceptable after Time Out a Red card will be sent to summon the pupil's class teacher- or senior member of staff if the class teacher is unavailable.

Inform parent/ carer	If a pupil has 2 incidents in a week requiring Step 4 or a Red card, the class teacher must then inform parents. Confirmation that parents have been informed is to be recorded in the Behaviour Log.
Meeting with parents/ carers	If a child has multiple or regular incidents at step 4/ 5 then a meeting with pupil, parents and class teacher and Headteacher will be arranged. A note confirming the meeting is to be recorded in the Behaviour Log. A record of the meeting is to be retained in the child's file.

**Serious incidents:** These should be brought to the attention of the Headteacher

Incidents of fighting / physical aggression

All forms of bullying

Abusive /offensive language

Comments/ Harrassment relating to protected characteristics such as race, gender, disability

### Further Support

Some pupils may from time to time require extra support to help manage their behaviour.

The school will support these pupils and work to pre-empt escalating behaviour problems.

A range of procedures are used to support those pupils most at risk.

These include:

- classroom strategies such as additional targets and reward systems to promote positive behaviour.
- discussion with parents/carers where there are concerns about their child's behaviour.
- setting up an Individual Plan with the child in consultation with parents with regular reviews.
- a named adult to go to for 'cooling off' time.
- establishment of a pastoral support programme including working on specific skills with Pastoral Support staff.
- Steps training for staff, with a particular focus on de-escalation skills.
- referral systems with advice from the School Support Team.
- Seeking advice and or intervention from local authority services where the school has links. Eg Early Help, Children's services, Health.

### Serious Breach : An incident that may lead to a fixed term or permanent exclusion.

A fixed term or Permanent Exclusion may arise when there is a 'serious breach' in behaviours.

Where exclusions from school are used these are seen as a last resort or in cases of extreme violence, bullying and/ or verbal assaults.

Our procedures follow DfE exclusions guidance and model documents from Norfolk County Council.

Fixed term exclusion is followed by re-entry with a Return to School meeting with the parent and pupil.

Exclusion can come into effect when there is:

- Persistent behaviour which prevents others working.
- Serious or persistent vandalism or theft.
- Persistent aggression and/ or the physical assault of a pupil or adult.
- Bringing inappropriate items into school or onto school trips and/ or persistent anti-social behaviour.

Exclusions can be triggered without the preceding stages having taken place, if the pupil has verbally or physically assaulted any adult or if intended significant physical harm has been delivered to another pupil.

This accords with our belief that the health and safety of all pupils and staff are of paramount importance at Lyng Church of England Primary School, and ensures our adherence to our statutory obligations pertaining to keeping children safe and our statutory duties as an employer to our staff.

As each case is unique the age and social development of any pupil will be taken into consideration should exclusion under these circumstances be required. Our statutory duties in relation to Special Educational Needs are also taken into account when administering the exclusion process.

### **Physical Restraint and Intervention**

Although very rarely required, school staff are permitted to use reasonable force to control a pupil in specific circumstances in order to protect the child or others from harm.

Parents are always advised when this action has been required.

Where staff predict this may be required for a pupil, an 'Individual Risk Plan' is put in place.

Only those staff with up to date training in Steps or equivalent will be permitted to physically protect a child/children.

### **Outside the school and in the wider community**

Pupils are expected to represent the school in a positive manner.

School staff may address a child's behaviour when the pupil is:

- taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform

### **Monitoring and Review**

The implementation of the policy is reviewed by governors annually.

An annual review of this policy takes place, with any required changes being agreed by the Headteacher and Governing Body.