



South Molton United **Church of England** **Primary School**

Behaviour Policy

Reviewed by the Teaching & Learning Committee:
January 2023

Next Review
Autumn 2023

South Molton United C of E Primary School BEHAVIOUR POLICY

VISION

At South Molton United Church of England Primary School, children have a sense of belonging in a supportive, happy environment, where their range of talents will be nurtured, enabling them to flourish and achieve excellence.

Every child is valued as a unique person and can develop their sense of discovery, expectation and wonder.

We embrace Christian values, which enable us to be compassionate and responsible members of our community and make positive contributions to society.

This policy sets out the expectations of behaviour and attitudes to learning expected at South Molton United Church of England Primary School, ensuring that all children and adults are protected from physical, emotional, verbal and sexual abuse. The Governing Body, staff and pupils seek to create an environment and culture which proactively encourages and reinforces good behaviour and the fostering of positive attitudes. The policy also sets out the consequences for misdemeanours should they arise.

Aims

- To promote a positive ethos and climate in the school, where the values of the school are modelled and displayed by all staff and pupils so that all pupils are nurtured and the environment and ethos allows all to flourish.
- To create a consistent environment that proactively encourages and reinforces positive behaviour.
- To define acceptable standards and the principles of good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To promote positive behaviour for learning and recognise the key characteristics which define good learners.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- To set out how the school adopts a "trauma informed" approach to behaviour management and how the effects of ACE's (adverse childhood events) are understood by staff when dealing with behaviour.

- To recognise that in some cases, a child's My Plan or EHCP or identified SEN identifies a particular behavioural need, and strict enforcement of the policy may not be appropriate
- To encourage children to make correct choices in terms of attitudes and behaviour.

We want the children at SMUPS to be

respectful	tenacious	patient	determined
polite	enthusiastic	independent	confident
kind	well mannered	considerate	compassionate
conscientious	self disciplined	resilient	caring
empathetic	self motivated	persistent	able to behave appropriately for different settings

We will be guided by the following principles

Koinonia is the school's overarching value. This is one of community and fellowship where members of the school community support one another to be their best. Within the value of Koinonia, we are guided by other Christian values of Justice, Compassion, Thankfulness, Humility, Forgiveness, Hope, Trust and Friendship. These values are key to our whole school approach to our behaviour policy and encourage:

- Mutual Respect
- Fairness
- Consistency and Togetherness
- Positivity
- Expecting the best
- Allowing children to make mistakes, which they learn from
- Enabling all children to improve their behaviour
- Building relationships
- Taking responsibility
- Building self discipline

School Rules

At SMUPS we will

Listen to and follow instructions.

Expect the best of ourselves and be proud!

Treat all others with kindness and respect.

Be well mannered and polite to others.

Look after the school environment and all property.

Be safe.

What are our school behaviour rights and responsibilities?

STAFF
RIGHTS
To be treated with respect by all members of the school community.
To be safe from physical and verbal assault and insult.
To be supported by senior leaders and the wider team.
To have judgements trusted and professionalism respected.
To have a clear and agreed set of policies and procedures.
To receive high quality CPD to increase skills in behaviour management.

RESPONSIBILITIES
To treat all members of the school community with respect and in line with the school values.
To use the agreed behaviour management strategies and policies consistently and fairly.
To apply and implement CPD and training.
To understand when more bespoke approaches are needed to support children with additional and identified needs
To remain calm and professional when dealing with incidents.
To log incidents of serious or persistent negative behaviour on CPOMS.

PUPILS
RIGHTS
To feel safe and secure.
To be heard and listened to.
To not be physically or verbally assaulted or insulted.
To not be subject to sexual harassment or violence.
To have clear expectations about how we behave and clear consequences and rewards.
To be respected.
To be able to "start again."

RESPONSIBILITIES
To allow others to learn in a calm, courteous and respectful environment.
To be truthful and admit mistakes and try and learn from these.
To inform adults in school of any behaviour that makes them feel uncomfortable or unsafe. E.g. bullying, unkind words or actions.
To try my best to make the right choices about my behaviour.

PARENTS/CARERS
RIGHTS
To know what the behaviour policy is.
To express concerns.
To be kept informed about both good behaviour and poor behaviour.
To be listened to.
To know their child is safe, secure and treated respectfully.
To be supported by the school about schooling and behaviour.

PARENTS/CARERS
RESPONSIBILITIES
To support the school in helping to create a calm, courteous and respectful environment.
To support the school where concerns are raised about their child's behaviour and seek to work together to support improvements.
To be a positive role model of good behaviour.

Rewarding Good Behaviour

We believe that good behaviour and making the right choices should be rewarded as a way of positively reinforcing good behaviour and the right choices but also as a way of encouraging good behaviour and the right choices. We will do this in a number of ways including:

- praise both within class and assembly
- achievement assemblies
- whole school SMUPS tokens for demonstrating the school values with a half termly reward for the class with the most tokens
- table points and raffle tickets within classes leading to rewards within class
- rewards organised within year group teams to reward good behaviour and hard work.

We have classified the different negative behaviours in school into three levels which show the increasing seriousness of those behaviours. These behaviours require a different response but all incidents of poor behaviour will be dealt with proportionately, fairly and efficiently.

Level 1 Unacceptable Behaviours

<u>Level 1 Behaviours</u>	<u>Types of response and consequences</u>
not listening rocking on chairs fiddling with stuff/distractions off task interrupting talking when not appropriate inappropriate noise level distracting others entering school buildings when not supposed to not following school procedures for lining up, coming into collective worship and moving around the school.	<i>the teacher look gentle reminder (assumption the child has forgotten) warning reminder of expected behaviour proximal praise - praising the good around the child to make them realise they need to be doing the right thing tap on the shoulder teacher/TA to move closer to the child warning of consequences of moving to level 2</i>

Level 2 Unacceptable Behaviours

<u>Level 2 Behaviours</u>	<u>Types of response and consequences</u>
swearing persistently off task and not completing work persistent level 1 behaviour (3 or more in a one hour session) damaging school equipment kicking and punching out of class without permission/good reason answering back and persistent disrespect unkindness to one another lying	<i>loss of playtime/lunchtime as appropriate reminder of school rules not able to take part in reward as appropriate work sent home parents informed if appropriate warning of consequences of moving to level 3 work in another class (each class is paired up with another)</i>

Level 3 Unacceptable Behaviours

<u>Level 3 Behaviours</u>	<u>Types of response and consequences</u>
persistent level 2 behaviour swearing at staff bullying - persistent unkindness violence - instigated by one child or 2 or more vs 1 extreme and malicious damage to school property stealing racism and incidents of a sexual nature running away refusal - where a child refuses staff will go through an agreed protocol (see appendix)	<i>head teacher/senior member of staff informed</i> <i>parent/carer contacted</i> <i>possible Co-Regulation Plan or Relational Support Plan</i> <i>if persistent, then possible involvement of behaviour support team</i> <i>Internal exclusion</i> <i>if persistent, then possible fixed term or permanent exclusion</i>

Classroom Based Consequences for Level One Behaviours

Key Stage One

Positive Rewards - Praise, being moved onto the Rainbow, 10 tokens reward, whole class reward

Consequences for negative behaviour

Verbal reminder

1st Warning

2nd Warning

Moved to the white cloud

Moved to the dark cloud

Time in another class/miss some playtime or lunchtime (5 minute intervals)

Key Stage Two

Positive Rewards - Praise, being moved onto the Blue Card, whole class rewards such as extra break

Consequences for negative behaviour

Verbal reminder

1st Warning

2nd Warning

Moved to the yellow card

Moved to red card (Miss some playtime or lunchtime at 5 minute intervals)

Time in another class to complete work

These consequences are sufficient for managing and supporting the vast majority of behaviour within class. In the vast majority of cases behaviour improves during these steps. Where negative behaviour persists and there are

frequent occasions when a child is moving to the final stages of the consequences, then parents/carers will be informed.

In a small number of cases, children with identified behaviour issues will have a Relational Support Plan (RSP) and Co-Regulation Plan (CRP) or Behaviour Care Plan (BCP). These will have been developed by the class teacher and other agencies in consultation with the child and are designed to support the child in managing and improving their behaviour. These plans will work in conjunction with this policy for some children so that they have a more bespoke approach to supporting their behavioural needs. All staff will be informed of these and aware of them so they can work with the child in the way set out by the plan. These will be reviewed regularly with a parent and, where necessary, other agencies supporting the child. As a school we recognise that (Adverse Childhood Experiences) ACEs and trauma can significantly impact on children and that their behaviour is a sign of an unmet need. Staff across the school are trained in trauma informed approaches to help show understanding and de-escalate any challenging behaviour. Once de-escalation has been achieved, then an opportunity will be given to reflect upon the behaviour and any triggers and discuss how to do it better next time. The school will also be proactive in using interventions and work with pupils to support them to regulate their behaviour, recognising the impact that trauma and ACEs may have had on this.

Peer on Peer Sexual Harassment and violence

Peer on Peer sexual harassment and/or sexual violence is never acceptable and, as a school, we will not tolerate this. Any instances of sexual harassment and/or violence will be treated with the utmost seriousness. As part of the PSHE and RSE curricula, pupils are taught about healthy, positive relationships and how to be assertive when they feel uncomfortable about something which is being said or done. All staff are alert to this issue and we are clear about our safeguarding responsibilities. We use the Brook Advisory Tool and Hackett Continuum to support our decision-making processes where incidents of this nature occur.

Bullying

Bullying in any form is not tolerated within the school community. Our anti-bullying policy sets out in more detail how bullying is dealt with in the school. As a school community we take a proactive approach to support pupils in identifying what bullying is, why it is unacceptable and how it will be dealt with should it arise. Our PSHE curriculum and school values and ethos form a significant part of this.

Role of Staff

The adults encountered by the children at school have an important responsibility to model high standards, both in their dealings with the children

and with each other, as their example has an important influence on the children.

"What we pay most attention to is what we get more of."

As adults we:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- model behaviour we expect to see
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- seek to ensure fair treatment for all, regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contributions of all.
- notice and remark upon good behaviour
- are mindful and aware of the impact of ACEs and trauma on children and use trauma informed approaches to deal with this.

All members of staff are responsible for dealing with incidents in and around school. If in doubt they can refer to child's class teacher, senior teacher or Headteacher.

Classroom management

Classroom management and teaching methods have an important influence on children's behaviour and attitudes to learning. Classrooms are set up to support the needs of all learners and to support and encourage good behaviour. All class teachers have received appropriate training on communication and interaction, sensory needs and SEND. We adapt our classroom provision to be inclusive of children's needs where possible.

The curriculum and learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour and attitudes. The curriculum is carefully planned to engage and interest pupils and lessons are differentiated to enable all learners to access the curriculum and be successful. Additional interventions are provided to support those children working below age related expectations to catch up.

We will support good behaviour through:

- Providing a well ordered and organised environment.
- Modelling, recognising and praising good behaviour at all times.
- Providing a challenging, creative, interesting and relevant curriculum designed to engage and enable all pupils.

- Agreeing class rules and expectations at the beginning of each new academic year.
- Providing regular opportunities for pupils to discuss appropriate behaviour through discussion and circle time.
- Implementing additional targets and incentive schemes as appropriate to individual classes and pupils
- A PHSE curriculum that allows regular opportunities across school for work on relationships, feelings, child protection issues and bullying.
- Using Co-regulation Plans, Relational Support Plans and Behaviour Care Plans to support children with identified needs to improve their behaviour.
- Explicit teaching of our expectations for good behaviour

Working with parents

The school aims to work with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have serious concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child it is important that parents/carers support the school in the implementation of this policy. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and if there is still no resolution they should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out this policy. The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Governors follow the Complaints Policy and statutory DfE guidelines in the event of a complaint or representations being made.

Other Agencies

We are committed to working with other agencies and drawing upon their expertise to support children with identified needs to make improvements in their behaviour and behaviour for learning. The school has a commitment to inclusion and will be proactive in working with other professionals and families to support children with identified behavioural needs.

Management of Serious Incidents

If a serious incident occurs, staff must remain calm and purposeful. The first priority is the safety of the pupil and other pupils. Other children and adults must be removed from possible danger in an orderly fashion and the perpetrator given an opportunity to calm down and change the behaviour.

Running after, or following, a child is not encouraged, whilst moving attention away from the child and observing from a distance is a much more effective approach. Angry or agitated children will feel under less threat, and are therefore less likely to commit further damage. When the child is sufficiently calm an approach may be made.

In extreme circumstances and where there is significant risk of harm to a pupil or pupils, then physical restraint may be used. This will be the minimum necessary to make the situation safe and will be recorded on CPOMs.

In extreme cases exclusion from school may be necessary. This is a **serious and formal procedure and fully involves parents. The Local Authority has formal procedures in place if permanent exclusion of a pupil from school is being considered and it is our school policy to follow these.**

Most behaviour will be successfully dealt with by the class teacher. However, we have a range of strategies in place to deal with more serious behaviour:

- Referral to Head, senior teacher or Nominated Person in Charge
- Time out class exclusion
- Internal exclusion for set period with HT
- Phone call to parents
- Formal Letter to parents
- Meeting with parents
- Extra tasks to fulfil at leisure times or for homework
- Non-participation in extra curricular activity.
- Ultimately fixed-term suspension or permanent exclusion (following LA and national guidelines on exclusion policy)

Most instances of poor behaviour are relatively minor and can be adequately dealt with through class/school sanctions. It is important that the sanction is not out of proportion with the offence. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors.

Time to discuss issues with the children is important and may take place during "circle time" or PSHE lessons. These sessions give the opportunity to reinforce expectations of behaviour and respect throughout the school. Our PSHE

curriculum details this. We also use our daily Collective Worship to reinforce our vision and values and positive behaviour through the school.

Where it is felt necessary, help from the Educational Psychologist and/or Behaviour Support Service may be called upon through discussion with the SENDCo and/or headteacher.

Harmful Sexual Behaviours

If a child displays harmful sexual behaviours (outside what should be considered developmentally and age appropriate), the school is fully aware that this may be an indicator of a significant safeguarding concern for that pupil. We will consult with relevant documentation and outside agencies to ensure that all pupils are safeguarded.

Monitoring

The head teacher monitors this policy on a regular basis and reports to the governing body on the effectiveness of the policy.

Suspensions and Permanent Exclusions

Where an individual incident is very serious or the school has exhausted all other strategies and the negative behaviour is frequent and persistent, then suspension (fixed term exclusion) may be applied. A permanent exclusion would be a last resort and would be applied in response to a serious breach 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 pupil or others such as staff or pupils in the school.

Appendix 1 – Lunchtime Behaviour Management

All behaviour management in the school must be in keeping with the school policy:

- To have a positive and consistent approach
- Co-operation over confrontation
- Warm, positive communication
- Dealing with unacceptable behaviour in a quiet and private, rather than public manner

Sanctions

Whilst we expect most children to follow the rewards system and enjoy the whole process, there are some individuals who will require strategies to learn to develop more positive behaviour habits. Sanctions are intended to help this small group and are designed to give children every possible chance to reflect and turn their

behaviour around. Staff must offer strategies to these children to help them develop a more positive approach.

The following procedure is in place across the school.

Step 1	Gentle reminder stating inappropriate behaviour
Step 2	Final warning
Step 3	Time inside with member of SLT (sent to detention/time out on the playground)

Staff are encouraged to move clearly and consistently through the steps in order to avoid escalation. This allows children time to take responsibility and reflect on and change their behaviour, and is a very effective behaviour management tool. The class teacher may inform parents if their child is frequently receiving a red card

General sanctions guidelines

- The aim of sanctions is to discourage future misbehaviour
- Sanctions that are unfair, inconsistent or really unpleasant are counter-productive
- The effectiveness of sanctions comes through their being imposed following a warning
- Adults' responses need to be appropriate to the level of seriousness of the rule being broken, rather than to their own tolerance levels
- Imposition of sanctions should be done in a firm, no-nonsense way but should be consistent with the school expectation that all people will be treated with respect
- Staff must be clear that it is the behaviour they do not like, and not the child, thus enhancing the likelihood that the child will want to co-operate in future
- The severity of the sanction should always be kept to a minimum
- The real power of sanctions is the pupil having a clear picture of the dependable and inevitable progression through the hierarchy
- As a general rule, complaints about behaviour should be made in private and staff should avoid public rebukes

Whilst we aim to do everything possible to eliminate undesirable behaviour we do so with the understanding that there may be many complex underlying reasons for this behaviour and that each and every case is individual, which means we will adopt a flexible approach. There will be times when a child has a particular behavioural need and individual strategies may be in place.

Ultimately, a member of the Leadership Team is always available to support and work with lunchtime staff.

DO

- ✓Build environment that enhances responsibility and cooperation

- ✓ Encourage, give positive feedback
- ✓ Separate behaviour from person
- ✓ Use "I" statements rather than "You" ("I feel upset" rather than "You have upset me")
- ✓ Approach child side on, not face to face
- ✓ Give a choice, rather than threat or demand
- ✓ Allow "take up" time
- ✓ Reprimand privately, not publicly
- ✓ Avoid holding grudges/personality clashes
- ✓ Re-establish relationship after correction
- ✓ Replace "Don't" with "Do"
- ✓ Use assertive- not hostile - tone of voice
- ✓ Acknowledge and praise good behaviour
- ✓ Focus on primary behaviour - avoid argument
- ✓ Actively promote, teach and support positive behaviour
- ✓ Use the "safe handling" techniques, if required, as learned in "Team-Teach" whole school training
- ✓ Pass a problem on to someone else if you don't feel in control
- ✓ Encourage the children to speak to the peer mentors

DON'T

- X Humiliate
- X Use sarcasm
- X Turn a blind eye
- X Use unjust consequences
- X Use unkind words
- X Allow feelings to get in the way
- X Respond to secondary behaviour
- X Struggle on in a situation you are finding difficult to manage - pass it on!

Appendix 2: Agreed Protocol for Refusals by a child.

If a child refuses to comply with a request or instruction then we have an agreed protocol to follow to ensure consistency and to give the child the opportunity to make the right choice.

1) Politely repeat the request/instruction.

2) If the child refuses, then give them a warning of the consequences of the refusal. A refusal is a level 3 behaviour. The consequences would be a loss of playtime/lunchtime as appropriate, parents contacted and headteacher informed.

3) Repeat the instruction again and ask them if they are refusing to comply with an instruction.

4)If they still refuse, then they need to be given 5 - 10 minutes to reflect, calm down and make the right choice. Tell them they have a certain time period to think about their current choice and they will be asked one final time after that time has elapsed.

5)If, after the time has elapsed, they still refuse to comply then the head or senior member of staff should be sent for and the consequences will apply.