

East Meon Church of England (Controlled) Primary School

Behaviour Policy



Learning inspired by love, hope and courage.

Approved by Full Governors

Date: 21st February 2024

Reviewed by: Catherine Olver (Headteacher)

Next review due by: February 2025

This policy has been reviewed with reference to the DfE 'Behaviour in Schools: Advice for headteachers and school staff' September 2022 guidance.

Purpose

At East Meon Church of England Primary School, we believe that good behaviour is a vital element of a good education. We recognise the importance of managing behaviour well in order to provide a calm, safe and supportive environment where children enjoy attending school and where they can learn and thrive. As a school, we continually work to maintain high standards of behaviour.

Our school's culture and values are manifested through the behaviour of all our members. High standards and clear rules reflect the values of the school and outline the expectations and consequences of behaviour for everyone. This policy provides details on how staff support pupils to meet these expectations.

A safe and positive learning environment is created through proactively supporting children to behave appropriately, teaching them explicitly what good behaviour looks like and providing additional support to some pupils who need it to reach the expected standard of behaviour. This support is identified and put in place as soon as possible to prevent misbehaviour occurring.

We maintain a school culture where children and staff flourish in safety and dignity through strong leadership which permeates through every aspect of school life. Staff are trained to ensure that everyone collectively embodies this culture, upholding the school's behaviour policy at all times and responding to misbehaviour with consistency and fairness.

When pupils do misbehave, staff are able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment before considering further actions that can be taken to prevent such behaviour from recurring. To support this, our policy sets out different responses to behaviour that we use, including sanctions and pastoral approaches.

When a pupil is persistently disruptive and support and sanctions are not deterring misbehaviour, further action is taken. This policy sets out interventions and approaches we take to prevent the recurrence of misbehaviour. In serious cases, this may include suspending or excluding a child. This decision would never be taken lightly and would be taken as a last resort following the school's policies on suspension and permanent exclusion.

Establishing and maintaining high standards of behaviour plays a critical role in ensuring that the school is a safe environment for all pupils. This behaviour policy is aligned with the school's legal duties and standards relating to the welfare of children. All staff are aware of the measures outlined in the school's behaviour policy and how they should implement these measures. This is one of the key systems in place in our school which enables us to effectively safeguard our pupils. It is essential that all staff are aware of their safeguarding responsibilities, as set out in the statutory guidance in Part 1 of Keeping Children Safe in Education (KCSIE) to provide a safe environment in which children can learn. This policy forms part of our whole-school approach to behaviour and safeguarding and should be read in conjunction with our Child Protection, Safeguarding and Staff Conduct Policies.

Roles and Responsibilities

The governing body has:

- The responsibility to ensure that the school complies with this policy;
- Delegated powers and responsibilities to the headteacher to ensure that school personnel and pupils are aware of this policy;
- The duty to support the headteacher and school staff in maintaining high standards of behaviour;
- Responsibility to ensure that this policy is made available to parents and published on the school website;
- Responsibility for the implementation, monitoring and evaluation of this policy.

The headteacher will:

- Determine the detail of the standard of behaviour that is acceptable at our school;
- Ensure that all staff, children, parents and visitors are aware of this policy;
- Provide guidance and training for staff around the implementation of this policy;
- Monitor the effectiveness of this policy;
- Report to governors on the success and development of this policy and standards of behaviour at this school.

The headteacher will implement the measures outlined in this policy to ensure that:

- the school has high expectations of pupils' conduct and behaviour;
- high expectations are commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- all staff are visibly and consistently supported by school leaders in managing pupil behaviour through following the behaviour policy;
- measures for general and targeted interventions are in place, and are used to improve pupil behaviour;
- support is provided to all pupils to help them meet behaviour standards;
- reasonable adjustments are made for pupils with a disability as required;
- pupil behaviour does not normally disrupt teaching, learning or school routines;
- disruption is not tolerated and proportionate action is taken to restore acceptable standards of behaviour;
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully;
- any incidents of bullying, discrimination, aggression and derogatory language (including name calling) are dealt with quickly and effectively.

As a school, we value and reward good behaviour as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour. We believe that a consistent approach to behaviour management is essential.

Responding to Good Behaviour and Rewards

Acknowledging good behaviour encourages repetition and communicates the school expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Our school uses a variety of different rewards to acknowledge good behaviour. Different classes may utilise different methods to respond to the changing cohort dynamics and ways in which differently aged children respond.

Examples of the rewards used at our school are:

Verbal praise

Teachers take the time to congratulate and thank children for positive behaviour, manners and attitude to learning within class as well as around the school. Children are always given a reason for the praise given e.g. *'Thank you for opening the door, that was very polite.'* *'Thank you for helping your friend, that was very kind.'* *'You worked really hard and persevered with your learning, well done.'*

Non-Verbal Praise

Teachers will also reward children for positive behaviour and attitudes through non-verbal gestures such as smiling, demonstrating encouraging body language and giving a thumbs up.

Team / House Points

The children at the school are organised into different Houses and can earn points for their team.

The Houses are:

Red Kites

Blue Dragonflies

Purple Periwinkles

Green Newts



Team points are awarded for exceptional behaviour and attitudes to learning and are recorded on the Class Dojo system. Children are congratulated individually for earning a point for their House and given a reason for this award. Each Friday, every child that has collected 10 Dojo points for their House has a reward of additional time outside or a craft activity. Team points are collated each Friday during Celebration Worship and used to reinforce the school's Christian Values in action.

At the end of the school year, the children in the house which has earned the most points will receive an additional reward.

Celebration Worship

During our celebration worship on a Friday, as well as revealing team points, there are opportunities for individual children's exceptional behaviour or attitude to learning to be celebrated through the awarding of certificates. Awards may be associated with a particular piece of work, but are always linked to the behaviours, attitudes and values that supported the outcome. These certificates are often linked to our school's Christian values of love, hope and courage. Any member of staff (teaching and non-teaching) can nominate any child from across the school for a certificate to show that these behaviours, attitudes and values are important and recognised across the whole school. Pupils are also able to nominate other pupils where they have identified desired behaviours.

There are also certificates given for one or two 'stars of the week' from each class who are chosen by the class teacher. Alongside receiving their certificate, children may also get their name on display in class and receive other rewards such as being allowed to go into lunch/line up first etc.

Marking

Teachers provide positive feedback in children's work about the learning behaviours they have demonstrated and effort they have made (in addition to the developmental marking).

Peer Support

All children are encouraged to support each other in developing good behaviour and behaviour for learning. Older children in the school are expected to set a good example to the younger children and should actively discourage inappropriate behaviour by others. As children move up through the school, they are expected to take on greater responsibility for managing their own behaviour and in supporting others. By the time children are in Year 6, children are encouraged to take on the role of playground friends to support younger children in resolving conflict through peer mentoring and coaching.

Responding to Misbehaviour and Sanctions

When a member of school staff becomes aware of misbehaviour, they respond predictably, promptly and assertively in accordance with the school behaviour policy. The first priority should always be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across the school respond in a consistent, fair and proportionate manner so that pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and the school may use pre-agreed scripts and phrases to help restore calm.

The school understands that all behaviour is a means of communication and that it is sometimes driven by thinking and other times by feelings. As a school, we endeavour to understand the message behind children's behaviour and identify whether behaviours are being presented as a result of a child's basic needs (physiological, safety and security, love and belongingness or self-esteem) not being met.

We understand that children who are displaying more challenging behaviours as a result of their basic needs not being met, may display different types of behaviours which require different strategies:

- *Attention-Needing Behaviour:*
Provide positive attention, acknowledge behaviour, provide calm and consistent distraction, ignore/walk away.
- *Power-Seeking Behaviour:*
Offer choices, use distraction, promote mutual respect, use clear, concise and understandable instructions, avoid provision of an audience, avoid conflict.
- *Revenge-Seeking Behaviour:*
Build trust, include other children as a model, encourage, promote safe boundaries, avoid retaliation and remove yourself from conflict, use of restraint where appropriate.
- *Withdrawn Behaviour:*
Gentle support, demonstrate faith in the child, provide responsibilities, help develop relationships, use small-stepped praise.

Where a child's behaviour has reached a crisis stage, we recognise that they have lost control of their behaviour and are unable to think or communicate clearly. Our priority in this case is everyone's safety and we will:

- Make sure that the environment is safe;
- Remove other children from the area;
- Remain calm and in control, avoid intimidation and over-bearing body language;
- Request help from other adults or 'change of face' if needed;
- If this not a first incident - follow procedures from the individual child's behaviour plan (see The Six Strands for further details)

The responses we give to behaviour may have various purposes:

- **Deterrence:** sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- **Protection:** keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- **Improvement:** to support pupils to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Staff take account of any contributing factors such as recent bereavement, abuse or neglect, mental health needs, bullying, SEND, exploitation or other significant challenges. Sanctions will always be proportionate to the circumstances and take into account any special circumstances or additional needs.

Our school uses a variety of sanctions for misbehaviour which include:

Verbal Sanctions and Reminders

Children are usually given a verbal warning before a sanction is given, unless the behaviour falls well below that which is expected. In these circumstances, an immediate sanction may be required.

When the warning is given, children are reminded of our expectations for behaviour and told that it is a 'yellow card' warning. *'This is your first warning. Remember at East Meon we... if this behaviour continues... (a reminder of the sanction/consequence is given)'*.

If the behaviour continues after the warning, the child is told they have received a 'red card' and will receive a sanction which is likely to be losing time at playtime.

Losing time at playtime

When a child has lost time from their playtime, he/she must stand with the member of staff on duty for the set time. The class teacher will inform the person on duty of how much playtime has been lost. Any lost time sanction received in the afternoon, is taken off playtime on the following day.

During playtime, children may also be given a 'time out' where they will wait with an adult for a set amount of time depending on the severity of the behaviour.

Moving children

We expect children to listen carefully to instructions in lessons and to work hard in independent activities. If they do not do so, they may be asked to move to a different space to complete their work.

Redoing work

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a part of a task during some of their break time.

Removal of children from activities

If a child's behaviour is disruptive and does not improve when asked, the class teacher may remove either the child or other children from the situation. Removal is only used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- to allow the pupil to regain calm in a safe space.

Children are not sent out of the classroom unless they are accompanied by an adult. They may be asked to work in another classroom or to see the head teacher and complete their work in the hub area or the head teacher's office.

Restraint

There may be times where it is necessary to restrain a child. Information regarding use of physical restraint at East Meon Church of England School can be found in our Physical Restraint Policy.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. More information around this can be found in our Anti-Bullying Policy.

Exclusion

Exclusion is only considered in the most serious circumstances. More information around exclusions can be found in our Exclusion Policy.

Preventing recurrence of misbehaviour

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary. The school is clear about its approach and which category any action falls, ensuring that the action complies with the law relating to each category.

At East Meon Church of England Primary School, we use a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some children need more support than others and this is provided as proactively as possible. This support may be delivered outside of the classroom, in small groups or in one-to-one activities such as ELSA, therapy sessions or social groups.

Teachers keep a record of any disruptive or repeated behaviour in a behaviour book. They log anytime a yellow or red warning or sanction is given out. These logs are monitored to look for patterns or whether there is a child who is regularly receiving warnings and sanctions. If this is the case, then a behaviour plan will be agreed between the child, class teacher and the head teacher and actioned. This will also be shared with parents so that the behaviour can be further supported at home.

We use the Primary Behaviour Service document 'The Six Strands' to help us create our behaviour plans. This document provides suggested 'Ready to Learn' targets for EYFS, KS1 and KS2 set within six strands: boundaries, resilience, focus, respect, self-regulation and independence.

Some children with additional needs may require a longer term behaviour plan and additional adult support to help them meet the school's behaviour expectations.

Where needed, additional expert advice and guidance is requested from the Hampshire Primary Behaviour Service as in-reach or out-reach or from the Hampshire Education Psychology service.

Multi-agency support is requested where appropriate through the Hampshire Early Help Hub following the completion of an Interagency Referral Form.

Child-on-child abuse

Information regarding our procedures related to child-on-child abuse can be found in our Safeguarding and Child Protection policies.

Banned Items

Mobile phones are not used by children in school. If children bring them to school, they are looked after by the school office staff until the end of the school day.

Children are not allowed to bring in any weapons or other dangerous objects.

Staff Induction, Development and Support

All new staff read the behaviour and anti-bullying policies as part of their induction and are supported by another member of staff during their induction period. Each time the behaviour policy is updated, staff are trained on any changes and supported in implementing it consistently and effectively.

Monitoring and Evaluating school behaviour

Behaviour is monitored through learning walks and data analysis.

Data is collected in relation to:

- behaviour incident data, including removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves;
- anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture.

Policy Review

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.