



'AIMING HIGH'

# BEHAVIOUR POLICY

## **Introduction**

'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.'

### *Behaviour in Schools - September 2022*

This policy adheres to the principles under Data Protection Law. For further information please see the data protection policy on our website.

'Behaviour Street' was created in collaboration with all children and staff at Glynne. Whole school classroom rules are displayed and referred to regularly. Adults and children should always act as good role models and deal with behaviour in a positive way.

Whenever possible conversations regarding behaviour should not be public and should concentrate on the behaviour rather than the child. Staff are encouraged to talk to parents regarding their children's behaviour as often, communication between home and school, can help to gain a better understanding of why a child may be behaving in a certain way.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND) and will assess need on a case-by-case basis, considering whether any reasonable adjustments need to be made.

All staff are trained in 'emotion coaching' and will look for ways to allow a child to regulate themselves before discuss the reasons for their behaviour.

## **Equal Opportunities**

We recognise that society today is richly diverse and that all children are entitled to receive a broad, balanced preparation for life. We also recognise that we have considerable power to influence young children's values and attitudes, and this implies a moral as well as legal responsibility to ensure that no child educated is disadvantaged or discriminated against in any way. We define and identify with the children unacceptable behaviour e.g. racism, sexism and other discriminatory behaviours and make sure that they are aware that this will not be tolerated.

## **Aims of the policy and procedures**

To promote an ethos where:

- Agreed expectations are established and acted upon fairly and consistently.

- Good behaviour, manners and effort are encouraged, rewarded and used as a model for others to follow.
- Property is respected and pride in the school and each other is nurtured.
- Negative attitudes and behaviour are dealt with promptly and are not tolerated.
- Parents are involved in the process of promoting high standards of behaviour.
- Children are helped to understand that they have a responsibility for their own actions and that those actions affect others

#### Guidelines:

- All adults are responsible for the behaviour of all children and not only those that they have been assigned to.
- Adults should act as good role models and this includes the style and tone of language used with children.
- Class Charters need to be agreed with all children in the class at the start of the year. Children should understand that they have responsibilities to behave in a certain way around school.
- School and classroom charters and rewards need to be shared and displayed as constant reinforcement of good behaviour.
- Children need to be encouraged to become self-disciplined, to be responsible for their own actions, in order to develop their confidence and independence.
- Children need to know the consequences of their behaviour and understand the impact it has on others.
- Parents need to be informed of school expectations and should be informed at an early stage when problems occur.
- Work within classrooms must take account of individual ability.
- Behaviour will be monitored and recorded in a class behaviour log.
- On occasions, some children will need an individual behaviour plan to meet their needs. This will be agreed by the behaviour lead in school, the class teacher, the pupil and parent.
- Behaviour will be monitored by use of a behaviour log which will be kept by the teacher or other adult who will record behaviour incidents, these will be monitored by SLT. A whole school behaviour approach 'Behaviour Street' promotes and helps with the recording of 'low level' behaviour incidents.

### **Behaviour - Rewards and Interventions**

Examples of good behaviour will highlighted and acknowledged by a system of rewards. Rewards help to identify positive aspects of each child's behaviour and make them aware of their abilities and qualities and so building self-esteem.

Rewards in School include:

Stickers and Stamps (EYFS/KS1)

- Individual reward
- Children will be rewarded stickers for good work and positive behaviour.

#### Credits (KS2)

- Individual reward
- Pupils will be given a credit for good work and behaviour.
- When pupils have collected a certain number of credits they will be rewarded a bronze certificate and badge, they will then work towards a silver award, then gold, platinum and diamond.

#### Golden Book

- Any exceptional or consistently outstanding behaviour will be recorded by the staff member in the Golden Book. This will be read out during a Whole School Assembly and the child's name will be placed on the Golden Book display.

#### House Points

- Individual reward leading to a team reward
- House points will be given for positive behaviour and good work. House point tokens will be added to the collection tubes and reviewed half termly to award the house cup to the house group with the most house point tokens.

#### Break and Lunchtime rewards

- Individual reward leading to a team reward
- Pupils who behave well and demonstrate positive play will be given house points by staff on duty.
- Negative lunchtime behaviour will be reported to class teachers and added to behaviour log.

Each class teacher must have a class charter, reward/intervention system displayed in their classroom. This is so that the relevant aspects can be regularly pointed out to remind children, often without a verbal clue. All attempts should be made to praise and reward children whilst not wishing to dilute the effect. It is important to remind children of what is expected at the start of a session or at frequent intervals. Staff will be explicit in their instruction rather than general, as this helps to avoid misunderstanding of expectations. If frequent gentle reminders do not seem to be working, a warning should be given as a 'last chance' before the interventions start to be used.

#### **Interventions for low level behaviour**

If behaviour has not improved after a warning, staff use Behaviour Log to record incidents of inappropriate behaviour and select an appropriate intervention for the child who has been previously warned:

- Move child/children to another table.
- Child/children moves to a different class.

- If outside, child/children to stay by an adult/sit on a bench.
- The child/children may also be sent to/or the incident referred to:
  - Phase Leader
  - Assistant Head Teacher
  - Deputy Head Teacher
  - Head Teacher

During any of these points, the child/children may receive a restricted playtime of 3 mins/5 mins/10 mins/15 mins, or a longer period during lunchtime may be operated if deemed appropriate. Children should still have access to their toilet break, snack/drink and their lunch.

- After three incidents have been recorded in the behaviour log, the class teacher will contact parents to talk through what has happened and explain that behaviour will now be more closely monitored.
- The child will be seen by DHT (Behaviour and Attendance) who will put the child on a targeted behaviour plan.
- If behaviour does not improve in one week from the date on the targeted plan, parents will be contacted again, this time by the DHT.

If this fails to make an impact the class teacher, DHT and parents/carers will agree a suitable option to help improve behaviour. (These options can be seen in annex a.)

Some behaviour is considered 'unacceptable' and will be addressed immediately. For example:

- Regular disruption in lessons
- Misbehaviour at breaktime, lunchtime or in the corridors
- Disobedience to a reasonable instruction
- Non-completion of schoolwork that could be reasonably expected
- Behaving in a way which upsets or causes anxiety and stress in other children.

\*Please note that this list is not exhaustive.

Parents will be contacted, and a discussion will take place so that school can determine the most appropriate action.

In the case of more serious incidents, the situation should immediately be brought to the attention of Senior Leaders or the Headteacher, recorded on CPOMS and parents spoken to. This could include;

- Any form of bullying, including cyber bullying (refer to anti-bullying policy)
- Inappropriate language directed at others, including on-line
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual violence/sexual harassment
- Physical violence e.g. fighting, hitting, kicking, punching
- Vandalism
- Theft

- Threatening behaviour
- Repeated breaches of the school rules

In some cases, and particularly when a pupil is persistently disruptive and support or interventions are not deterring misbehaviour, further action may be needed.

## **Suspension and Permanent Exclusions**

'All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Headteachers are trusted to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'.

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### **Penalty Notices**

Parents/Carers can be issued with Penalty Notices if a pupil who has been suspended/excluded contravenes the details set out in the letter as to their whereabouts during school hours throughout the duration of that suspension/exclusion.

### **Use of Reasonable Force**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be

used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

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#### Annex A

Options to be used if the behaviour of intervention has not improved behaviour.

A daily report that is sent between school and home for a period of no more than 3 weeks. This report details positive and negative behaviours in each lesson and break time.

A home/school communication book that gives general feedback on the day.

For KS1 children the use of sticker/reward chart where the child earns rewards for showing good behaviours.

A short period of time (up to one day) where the child works in the other year group class.

Weekly 'check-ins for a short period with the DHT/AHT to discuss behaviour choices and what is going well or what needs to be improved.