

TREETON C OF E PRIMARY SCHOOL

BEHAVIOUR POLICY 2024-25



Our policy statement

‘Let your Light Shine’

At Treeton C of E Primary, the aim for all our children is to be the best they can be within a positive school climate underpinned by three core principles; **ready, respectful, safe**. We believe that every child should feel valued so they can engage with learning. Steps are taken with care and consideration, taking individual needs into account where necessary with an approach which strives to protect and build the self-esteem of every child in our school. It is everyone’s responsibility to support the best interests of the child and let their light shine.

We believe our children, families, staff and governors are of equal value and we respect and appreciate the diversity they bring to our school community. Through our policies and practice, we strive to foster positive relationships and a shared sense of belonging as we challenge any inequalities or barriers that exist. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We believe that children need to be taught how to behave and that all children are responsible for their own choices. We recognise that a child’s behaviour can tell us something about them and we will support them to amend their behaviour so they can appropriately access their learning and have opportunity to develop curiosity to be the best. We want all children to feel pride in themselves, the school and their community with a strong sense to achieve. We recognise that in some cases we may need extra support to help a child or family, we will seek external specialist support if required.

Our aims

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all children are treated fairly, shown respect and promote good relationships.
- To help children take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To promote self-esteem and self-discipline
- To teach ready, respectful, safe behaviours

Core Values

Our core Christian values, **Have courage, Have respect and Have Faith** are central to the culture and the good habits we expect to see from everyone within our school. These are demonstrated every day through being **READY, RESPECTFUL and SAFE**.

1. **Ready** for learning throughout the school day
2. **Respect** for self, each other and our learning environment
3. **Safe** actions and environment that everyone is safe and feels safe

Ready

- Attendance and Punctuality
- Being organised with resources and equipment
- Showing learning behaviours – ready to learn in all lessons throughout the day

Respectful

- Using our manners
- Speaking in an appropriate manner to everyone in school
- Consideration of each other in our actions and our words
- Following instructions

Safe

- Move around school in a safe manner
- Follow instructions
- Use equipment safely
- Stay safe online

All staff, every day ... consistency

We believe that consistency in managing behaviour is key. Staff every day will provide children with **consistent** language and a consistent response. **Consistency** will ensure 'certainty' in the classroom with **all** staff taking responsibility for behaviour. **Consistent** positive reinforcement with clear routine procedures for supporting, encouraging and celebrating appropriate behaviour.

Words we will use	Their meaning
Sanction	Step
Caution	Reprimand
Reminder	A thing that causes someone to remember something
Restorative	Having the ability to restore health, strength or well-being
Consistency	Carrying out an action in the same way over time, so it is fair or accurate. We recognise this is important for a stable approach to managing behaviour.

Consistent sanctions are defined, agreed and applied at the classroom level and established structures for more serious behaviours.

Consistent with simple expectations clearly communicated to all children.

Consistent respect from the adults even in the face of disrespectful children.

Consistent levels of emotional control and emotional restraint that is modelled and not just taught, adults are role models for learning whilst learning alongside children.

Consistent reinforced routines for behaviour in the classrooms and around the school site.

Consistent messages will be provided through high quality visual displays.

What we will do as a team...

- Meet and greet at the door.
- Refer to '**Ready, Respectful, Safe**'
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all children.
- Personally follow up every time and engage in reflective dialogue with children.

What we will do as Senior Leaders...

- Take time to welcome children at the start of the day with meet and greet
- Be a visible presence around school
- Celebrate children whose effort goes over and above expectations
- Regularly share good practice
- Support adults in managing children with more complex or negative behaviours, including the regular reviews of provision in place
- Ensure the behaviour policy is well communicated and transparent to all
- Manage any behaviour incident through a tiered response based on the nature of the incident or behaviour

We expect our parents/carers will

- Take responsibility for the behaviour of their children inside and outside the school.
- Take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour at home and in school grounds.
- Inform school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Encourage independence and self-discipline
- Engage with behaviour strategies suggested by and used in school.

Rewarding positive behaviours

Each child in school will be part of a House Team (St Helen's, St Mary's, All Saints and St Andrew's) where points are awarded for **Ready, Respectful and Safe** behaviours along with our school values: **Have Courage, Have Respect and Have Faith** or for **letting their light shine**.

Over and above behaviour - GOLDEN behaviour recognition

We recognise children who go '**over and above**' the expected standards. Although there are a range of rewards, our staff understand that a quiet word of personal praise and recognition can be as effective as a larger, more public reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children that are hardest to reach.

- All classrooms use **RECOGNITION BOARDS** to praise children with their name on the RECOGNITION board.
- Use of stickers for praise including 'I let my light shine' stickers for achievements.
- Positive behaviour slips are sent home to share achievements with parents and carers.
- Each week, we will acknowledge children whose behaviour is recognised as over and above. Two children from each class will be chosen for consistent **ready, respectful and safe** behaviours. They will be rewarded in celebration assembly with a **HEADTEACHERS AWARD** certificate to recognise their achievements.

Additional motivation

We recognise that in some cases, children may need additional motivation to improve their behaviour. This may be due to Social, Emotional and Mental Health (SEMH) needs, or due to a specific Special Educational Need (SEN). This can take a variety of forms and will be recorded in individual documentation, which may include an Individual Behaviour Support Plan, a Risk Assessment, Hierarchy of Support, Adjustment to provision or an Education, Health and Care Plan.

Giving first attention to detail

- We give first attention to detail to ensure **consistent** response, actions and talk.
- All classes must have a GOLDEN recognition board for over and above behaviour – the focus of this will change weekly depending on what the children need to develop or focus on.
- Adults to greet the children at the classroom door for every session.
- Children are expected to show proud walking as they move around the school (**Fantastic Walking**)
- Children should independently line up after lunch and break times – **READY, RESPECTFUL and SAFE**
- All adults must follow the script and agreed procedures when dealing with behaviour incidents.
- School leaders will always support staff with managing behaviour.
- Ongoing training will be given where required through reflective practice sessions.
- Change takes time – support is given to one another e.g., paid attention, worked hard.
- A child may be sent to another class for a short period of time at the discretion of an adult.
- Seeking support from other staff members regarding approaches used and a strategy to adopt.
- Positive phone calls home and positive postcards home.
- Referral to the Local Authority Behaviour Outreach Support Service and outside agencies where evidence indicates the next layer of support is required.

De-escalation and preventative strategies

In all cases the school approach is to praise the positive, prevent negative behaviours and to de-escalate behaviour early, when it begins. Part of preventing difficult or dangerous behaviour is to understand why it is happening. We use a variety of techniques through monitoring of Antecedent, Behaviour and Consequence to analyse any triggers for a particular behaviour.

Steps Actions

Children are held responsible for their behaviour and staff will use 5 steps to manage poor conduct.

STEP 1 The Reminder	Gentle encouragement, a 'nudge' in the right direction, a small act of kindness; with a reminder of the expectations Ready, Respectful, Safe will be delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
STEP 2 The Caution	A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.
STEP 3 The Last Chance	Give the children a chance to reflect away from others. Speak to the children privately and give them a final opportunity to engage. Offer a positive choice to do so. Scripted approaches at this stage are encouraged; 30 Second Intervention 1. Gentle approach, personal, non-threatening, side on, eye level or lower. 2. State the behaviour that was observed and which expectation/routine it contravenes. 3. Tell the child what the consequences of their action is. Refer to good behaviour/learning as a model for the desired behaviour. 4. Walk away; allow the learner time to decide what to do next. If there are comments as you walk away write them down and follow up later.
STEP 4 Time out	Time out might be a short time outside of the room or at a different part of the classroom for a few minutes for the child to calm down and look at the situation from a different perspective and compose themselves
STEP 5 Parking and Reparation	If step 4 is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to: leave the room to work in a classroom nearby under a pre-existing agreement between colleagues. Learners who reach step 5 will be expected to attend a Restorative Meeting at a mutually agreed time if the teacher requests. Learners may also request a restorative meeting if they feel they have been unfairly treated.

Script – STEP 3

As well as giving a consistent approach to the de-escalation of behaviour, we use a script to use and give advice on guiding children if necessary. The 30 second script is a conversation which happens quietly on the child's level next to them. Examples of this could be:

I noticed you are... (*having trouble getting started/struggling to get going/wandering around the classroom/using bad language/answering back*)?

It was the rule about... (*being kind/being respectful/working hard*) that you have broken.

If behaviour is repeated -You have chosen to ... (*move to the back of the line/ do your work at home/miss your break time/have your parents contacted*)

Do you remember last week when you... (*got on with your work and did that fantastic writing/chose to line up smartly/were really kind to?*)

That is who I want to see today...

Thank you for listening

The script is performed quietly, next to the child and without emotion. The tone must be reassuringly consistent with body language. It must be performed with dull, formal predictability and the adult should not engage in conversation. When the restorative conversation can take place **The Restorative Five** (DIX 2017) is used choosing a selection of questions based on the following example:

Support can be offered in terms of scaling – on a scale of 1-10 how angry were you?

Restorative Meeting Script – (EYFS & KS1 adapted to age of pupil)

- 1. What happened?** Listen carefully and avoid the temptation to interrupt or disagree. Give your account from your perspective without judgement.
- 2. What were you thinking at the time?** This allows the child to reflect and reconsider their actions. This may help the child to see that their thinking sent them off on a path of making wrong choices.
- 3. What have you thought since then?** This opens doors that might allow the child a change of attitude. They may need support to identify thoughts and feelings.
- 4. How did this make people feel?** This ensures children see a link between their behaviour and the feelings of others.
- 5. Who has been affected?** May need encouragement to see that others apart from themselves have been affected. At this point we are teaching them to use their conscience.
- 6. How have they been affected?** Children may need to be deliberately encouraged to have empathy for others.
- 7. What should we do to put things right?** 10 Resist the urge to guide the answer towards an apology. If an apology is made in a grudging manner, accept with enthusiasm
- 8. How can we do things differently in the future?** Support the child to visualize a similar situation in the future and how they might react.

If pupils are still struggling to verbalise their feelings, the use of the behaviour reflections sheet can be used to aid discussion. The above questions can be used to facilitate the discussion.

Agreed procedures for addressing dangerous or persistently difficult behaviour

We will take all reasonable steps to ensure that children have an opportunity to rectify their mistakes and learn from them with a restorative approach and to give pay back to the school community or individual, dependent on the negative behaviour displayed.

Behaviour CHART– Behaviour will be monitored during each session for a period of two weeks with a review of behaviour meeting arranged with the child's parent/carer at the end of the two weeks. After each session, the class teacher will make a comment and sign and the Head of School will sign at the end of each day.

If a child's behaviour is dangerous or persistently difficult a **suspension** may be considered. This decision can only be taken in response to a serious breach, or persistent breaches, of this policy and where allowing the child to remain in school would seriously harm the education or welfare or the child themselves, other children or others in the school. Parents/carers will be contacted if a suspension is required providing clear information about the suspension and any support required will be discussed at the re-integration meeting on a specific date given.

Use of reasonable force

Key members of the school team are trained in Team Teach and Positive Handling which is a term used to describe a broad spectrum of risk reduction strategies. It involves personal behaviour, diversion, diffusion and de-escalation. Very occasionally within our school setting, it may be necessary for those trained in Team Teach and Positive Handling to restrain a child to help de-escalate a situation. Staff who restrain a child will only ever do so if it is reasonable, necessary and proportionate and only those who are Team-Teach trained will do this. This is a last resort and is not an alternative to other strategies but will be used in conjunction with them.

Specific behaviours

Harmful Sexual Behaviour is defined as: 'Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, maybe harmful towards self or others, or be abusive towards a child, young person or adult'.

Any incidents involving child on child sexual violence and sexual harassment will be taken to the Head of School and Designated Safeguarding Lead. Child Protection and Safeguarding procedures will be followed referring to the guidance provided in KCSiE 2022

- Risk assessments will now include the time, location of incident and any action required to make location safer
 - Impact on any siblings/witnesses – intra familial harms and any support for siblings
- (Reference to Safeguarding in Schools Andrew Hall 2022 materials for risk assessment and management)

Leaving the school without permission

Every effort will be made to encourage the child back on to the premises. If a child chooses to leave the site they should not be followed, as this could risk the child taking flight and running into traffic. A clear command of “Stop, you are putting yourself in danger,” should be shouted. The member of staff should return immediately to the office and contact the parents/carers. They should be given the choice of trying to retrieve the child or ringing the police. If no parent/carer is available the police will be informed. A member of the leadership team should be informed as soon as possible.

Confiscation of inappropriate items and the power to search

The Head of School 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.

Child's conduct outside the school gates

Staff will take action in relation to misbehaviour which takes place outside school premises, where it is witnessed by a staff member or reported. This includes when the child is:

Taking part in any school-organised or school-related activity.

Travelling to and from school

Wearing school uniform

In some other way identifiable as a child at the school or misbehaviour at any time

Poses a threat to another child or member of the public.

Could adversely affect the reputation of the academy.

In all cases staff can only apply sanctions to the child on school premises or elsewhere when the child is under the lawful control of the staff member.

Managing Behaviours

Behaviour	Response
Examples of desirable behaviour Aiming high Accepting challenge Working together Engaging in lessons Listening well Being kind Looking after our school environment Walking sensibly around school	Desirable behaviours will be recognised and rewarded in line with the Behaviour Policy Behaviour can be shared with parents to celebrate success
Examples of disruptive behaviour Shouting out in class Distracting others Negatively impacting on the learning of other children Lack of following instructions Showing a lack of care of school property and resources Disengagement in class Rude or disrespectful behaviour Hurting others	The script will be used to encourage the child back on track The adult will make a decision if a child requires re-regulation time, this will be 2 minutes outside the classroom, followed by a restorative conversation with an adult before coming back to the classroom Where disruption continues the child will be moved to an SLT member's class to continue their learning. The adult may decide time is taken from break or lunchtime
Examples of difficult behaviour Persistent disruptive behaviour Refusal to do any work Running out of class Kicking out – not directly at a person Throwing objects – not at a person Pinching Hitting out – not targeted at a particular person Spitting on the floor Shouting / screaming at others Inappropriate or abusive language Damaging or destroying school property	Parents and carers will always be informed The child will be moved immediately Key staff in the SLT will be used to support all involved Internal isolation for significant misbehaviour. The child will be supervised for a period of time as a sanction from the other children which will be a progressive removal of privileges which may include loss of breaks and lunchtimes. The time will be used as constructively as possible for restorative repair. In all cases, the Leadership Team will consider the behaviours and responses around the child and further support will be identified, if appropriate. This will be monitored and if disruptive behaviour continues where appropriate, the child will be moved to work in another area of school away from peers.
Examples of dangerous behaviour Persistent difficult behaviour Spitting at others Targeted hitting or kicking Throwing objects at a person Threat to use weapons Use of weapons Running away in public places Damaging or destroying school property Racist, homophobic, transphobic prejudice language	Often dangerous behaviours appear without significant warning. When dangerous behaviours occur, it would not be appropriate to follow the restorative script system. The safety of members of the school community needs to be paramount (including the child themselves) and any actions need to ensure that: 1. The child should be immediately separated from other children and a member of the Leadership Team is informed and attends the situation 2. The Leadership Team will consider the issues and details around the child and their behaviour and further responses including support identified 3. Due to the serious nature of the incident, the full range of sanctions, including suspension or warning of a suspension will be considered

This policy has been written in line with latest government guidance

Behaviour in Schools July 2022

Suspension and Permanent Exclusion from maintained schools, academies and child referral units in England, including child movement September 2022

Keeping Children Safe in Education September 2022

Reading references

When the Adult Changes Everything Changes Paul Dix 2018

After the Adults Change 2021

No Silver Bullets – Day in, Day Out School Improvement 2021