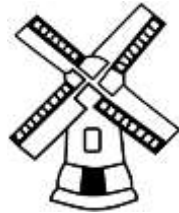


Instow Community Primary and Pre School



Behaviour Policy

Date written: February 26

Date adopted: March 26

Review date: February 2028

Chair of governors_____ **Date:**_____

Headteacher:_____ **Date:**_____

1. Purpose

We believe that every individual in our school is entitled to learn in a calm, safe and supportive environment thus achieving their full potential. The Governing Body accepts this principle and seeks to create an environment in the school and preschool which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process. However, we are also acutely aware that behaviour is often a form of communication and an expression of underlying needs. At Instow Community Primary and Pre School we focus on building relationships and supporting all individuals in an inclusive and personalised way. This policy needs to be read in conjunction with Instow's Safeguarding Policy, Anti-bullying Policy, Uniform Policy and Equality Duty Policy.

*When reading this policy 'Instow' or 'Instow School' applies to both Preschool and the primary school.

2. Objectives

Our objectives at Instow Community Primary and Pre-School are:

- To create a calm, safe learning environment in which all pupils can thrive and feel they belong
- To create a positive culture around behaviour where pupils are encouraged to take ownership of their learning and choices and where their voices are central.
- To set out clear boundaries, predictable routines, expectations and regulated responses to behaviour
- To ensure an inclusive, compassionate and consistent approach is embedded for all regardless of age, gender, race, sexual orientation, ability or disability. Consistency does not mean responding to each child or behaviour in the same way, it means responding in a way that is consistent to our values and beliefs.
- To prevent all forms of bullying
- To ensure the school and pre school's approach is widely known and understood
- To ensure the school's core values are reflected and developed: friendship, aspiration, inclusion, resilience, respect and empathy
- To develop a relational approach to behaviour in which positive relationships are fostered and valued and children are taught to self-regulation skills
- To encourage a 'joined up approach'; school and pre-school, parents and governors working together towards common goals that promote a positive atmosphere based on mutual respect, trust and tolerance

3. Roles and Responsibilities

3.1 The Governing Body is responsible for:

- Reviewing and approving the Behaviour Policy
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

3.2 The Headteacher is responsible for:

- Promoting the ethos of the school
- Reviewing this policy and its effectiveness in conjunction with the Governors and to advise governors on the latest statutory changes and relevant guidance
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with inappropriate behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Overseeing that all staff understand the behavioural expectations and the importance of maintaining them
- Ensuring new staff receive a clear induction into the school's behavioural culture to ensure they understand its expectations and routines, and how best to support all pupils to participate fully
- Ensuring that the headteacher and Senior Leaders offer appropriate training in behaviour management, relational practice, the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to all staff so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both logical consequences and support when necessary
- Ensuring that the data from CPOMS (behaviour log) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

3.3 Senior Leaders are responsible for:

- Promoting the ethos of the school and ensuring that the behaviour policy is adhered to consistently and fairly within all phases of learning
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Leading on the behaviour and conduct of key phases in school and working with the head to ensure a nurturing environment that promotes and maintains a very high standard of behaviour and mutual respect
- Day to day monitoring of this policy

3.4 Teachers and staff are responsible for:

- Promoting the values of the school
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently, making expectations easy to understand and follow
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations

- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- To be proactive when dealing with behaviour but seeking support from SLT or the headteacher when necessary.
- Talking in a calm and regulated voice using acceptable and effective words (using a restorative script or resource - see appendices)

3.5 Parents and carers

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Parents and Carers are responsible for:

- Making sure their child is in school on time, every day and ready for learning
- Making sure their child is dressed appropriately for school in line with the school's uniform policy
- Supporting their child in adhering to the school's behaviour policy
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Being a good role model for their child on and around the school premises
- Discussing any concerns regarding their own child with the class teacher promptly and respectfully
- Take part in any pastoral work following misbehaviour (for example: attending meetings in relation to their child)
- Getting to know the school's behaviour policy and reinforce it at home where appropriate

3.6 Pupils will be educated on the following regarding the school's behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key expectations and routines
- The praise they can earn for meeting or exceeding expectations, and the logical and natural consequences they will face if they don't meet the expectations
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy
- Extra support and induction will be provided for pupils who are in-term arrivals

4. School Behaviour Curriculum

4.1 In order to maximise learning, we recognise that everyone in the school community has three basic rights:

- ❖ The right to learn
- ❖ The right to be respected
- ❖ The right to be safe

We refer to this as 'Ready, Respectful, Safe'

We aim to promote our core school values:

- Friendship
- Aspiration
- Inclusion
- Resilience
- Respect

- Empathy

Also, the key British Values:

- ❖ Mutual respect and tolerance of those with different faiths and beliefs
- ❖ Democracy
- ❖ Rule of Law
- ❖ Individual Liberty

4.2 Behaviour expectations.

The Behaviour Curriculum is delivered in several ways. Classroom management and building of positive relationships supports the pupils to attain the high expectations set.

We have our 'social norms' that are expectations of general behaviour. These are shared with the children and reinforced and modelled by all members of staff - See Appendix 1

There are whole school routines that are used in every class which help to provide a consistency for the pupils and support our School Charter - See Appendix 1.

Each class will be working on and developing the above in an age-appropriate manner. This ensures that the children can access the learning in their class and maximise their progress and achievements. Equipping the children with these skills and understanding is important to us and it is key to one of our curriculum drivers, 'Active Learners'.

In weekly PSHE lessons, children focus on Personal, Social, Health Education, emotional literacy, social skills, and spiritual development in a comprehensive scheme of learning. There is an assembly at the start of each week which ties in with one of the school values. House Group assemblies reinforce this learning and House Group captains meet with the headteacher to discuss any issues arising. There is an Anti-Bullying Committee who meet half termly and Peer Mediators (Y5 and Year 6 trained pupils) who work in pairs one day a week, during lunch breaks and offer support to de-escalate differences between pupils, using a scripted conversation. A member of staff meets regularly with the Peer Mediators for supervision.

4.3 Expectations and Procedures

Expectations and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour. Expectations and procedures are kept to a minimum, positively stated, and consistently applied.

The expectations that we expect the children to follow are set out in the School Charter. Class teachers will share the charter with their classes at the beginning of each new academic year and the Charter will be on display in all classrooms and around school to act as a reminder for the children.

School Charter - See Appendix 2

4.3 Recognition and Praise

We aim to create a healthy balance between recognition and logical/natural consequences with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances and each pupil will be treated as an individual and receive consequences appropriate to their individual age and needs. The emphasis is on positive behaviour management through recognition and praise, which should be given whenever possible for both work and behaviour. Recognition and praise are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility.

Each class utilises a range of ways of giving praise, which include:

- Praise and positive individual or group recognition i.e., dojo points, verbal praise
- Stickers – either worn by child, or collected on a chart or card
- Name placed on the WOW board in class
- Class praise in the form of an activity
- House points which go towards the House Trophy awarded during Friday Celebration assembly
- Certificates presented in Friday's Celebration Assembly recognising learning effort or the school values
- Visits to another adult/class teacher/headteacher to share work and /or achievements
- Headteacher's awards
- Sharing the news with parents/carers at the end of the day

- Postcards home - sharing positive news with parents via a postcard
- Phone calls or emails - there may be occasions when a staff member contacts parents to share positive news

4.4 Strategies and logical or natural consequences

The use of strategies and logical consequences are characterised by certain features:

- Developing a sense of responsibility towards others
- The unwanted behaviour is focused on rather than the child
- Clear reasons are given for the consequences as well as how this can be 'made better.'
- Staff demonstrating the art of forgiveness

Wherever possible preventative measures will be in place based on the teacher's knowledge of the class and the use of motivators. If inappropriate behaviours occur, a variety of low-level intervention strategies are used initially, such as non-verbal signals, reminders and close adult proximity to redirect and encourage children to stay on track. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour. The consequences will be proportional to the behaviour and will be personalised to the individuals involved. They will be reasonable and necessary.

These consequences might include:

- Non-verbal communication (eye contact, a look)
- Visual cues (for example, symbols to reinforce good sitting, kind hands and feet)
- Verbal reminders
- Brain breaks - these might be offered to individuals or the whole class. (Responding and calming)
- Use a Thrive approach, 'Sticking to the broken record'- staff will always validate the child's feelings but keep repeating the message; "I can see that you are frustrated but I need you to ..."
- Time In - the child may be moved to a different seat or table to remove the trigger and/or offer calming time. (Responding and Calming)
- Time Out - the child will be asked to work outside the classroom or in another class. This offers calming time, time to regulate and allows the teaching in the class to continue without further disruption. The time spent out of the classroom will depend on the age of the child and the seriousness of the incident.
- Positive practice – the use of over correction to break learnt behaviour or bad habits
- Time taken off break and/or lunchtime - this will be proportionate to the age of the child and seriousness of the behaviour incident. This will involve a restorative conversation (Repairing and Restoring)
- Intervention by the headteacher - in some more serious or repeat cases, it may be necessary for the headteacher to be involved.
- Informing parents - if the behaviour incident is deemed to be of a serious nature or is a recurring issue, parents will be informed.
- Daily Report cards/behaviour books – to enable easy communication between home and school
- Internal exclusion - the child may need time away from their class during lessons or outside areas in free time. In extreme circumstances, the headteacher may deem it unsafe for the child to take part in education which takes place off-site (school trips or residential). This decision will only be taken if the child in question poses a serious threat or danger to themselves, other pupils or staff.

5. Working towards a relational approach

5.1 At Instow Community Primary and Pre School, we manage behaviour in a relational manner. There are 3 main areas we focus on. These are:

- **Developing relationships;** building relationships, supporting inclusion and setting boundaries

- **Responding and Calming;** keeping calm, regulating emotions and managing crisis
- **Repairing and Restoring:** resolving conflict, repairing harm and supporting change

5.2 Developing relationships.

We will continue to develop relationships over time to ensure that children feel safe, secure, connected, understood, and cared for.

“For a person to grow, they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard) and empathy (being listened to and understood). Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water” S McLeod and C Rogers, Simply Psychology.

This will be done in a range of ways by all members of staff starting with a greeting at the start of the day, positive non-verbal communication, time taken to talk to individual children about their interests and hobbies, praise given for specific reasons and these reasons to be made explicit to the child, always demonstrating an attitude of care.

Inclusion is one of our key values. We ensure that all children are included in the learning and the social environment, ensuring that barriers to inclusion are removed by careful personalisation of the curriculum where needed, support and scaffolding which does not negatively impact on the child’s independence and opportunities for success.

Our main priority is to keep our children safe, enable them to learn and to have a voice. This is facilitated through high expectations and clear agreements about how all members of the learning community will behave. It is one of the rights that is protected by our School Charter.

For some individuals, barriers will be harder to overcome. They will be supported through a targeted Positive Behaviour support Plan and a graduated response. This approach will always be collaborative, parents and staff will work together to assess individual needs which are used to create a plan of support.

5.3 Responding and calming

Adults at Instow Community Primary and Pre School are skilled in using relational responses which help to keep classrooms calm and enable children to learn. Regular training and support will be given where needed and support is requested from outside agencies when appropriate.

All adults will use relational skills to regulate children who are experiencing strong emotions to support them to calm, learn how to self-regulate and settle to learning. Adults will support children in crisis situations to maintain safety and ensure that all children can learn. They do this in several ways including using de-escalation techniques, removal from the trigger points or the removal of the other children to a safe place.

5.4 Repairing and Restoring

Restorative approaches are used to resolve conflict using everyday restorative interactions and discussions including classroom meetings, circle time and peer mediation.

In any conflict, we support the children to repair the harm using facilitated restorative encounters. Adults support change by ensuring that all parties involved learn from the incident, have their needs identified and supported and are enabled to repair and restore relationships.

Adults support individual children to understand the consequences of their behaviour and enable them to repair relationships with individual restorative explorations.

6. Working in relationship together

6.1 Listening to the child.

At Instow, we will always listen to the views of the child and pupil voice plays a key role in many of the decisions or actions we take. In restorative practice, we always seek to get points of view of all children involved. When using the graduated response, the adult will always gather the views of the child and if it is not appropriate for them to be part of the meeting, there will be an advocate who will share their views and represent them. Pupils are given a questionnaire at least annually to gather their views on all aspects of school life including behaviour.

6.2 Team around the child

At Instow, we believe that if the behaviour of a child is giving cause for concern, it is important that all those working with the child in school or pre-school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.

We have a regular agenda item in staff meetings for pastoral issues when staff discuss matters of behaviour and its management following a Thrive approach.

Further concerns are communicated amongst the Preschool Leader/ Headteacher/ SENDco so that strategies can be discussed and agreed before more formal steps are required.

6.3 Working with parents and carers.

Parents and carers are kept informed in a timely manner by phone or email and a collaborative approach is encouraged through in-person meetings.

Working with external agencies: Where a child has been identified as lacking the necessary skills for positive behaviour towards others or to themselves, a Relational Support Plan will be put in place to give more personalised support to enable the child to access the environment and their learning.

7. Supporting staff well-being and professional development

The governing body and leaders at Instow Primary and Preschool place a huge amount of importance on staff wellbeing and professional development. Dealing with behaviour can often be very stressful and one of the hardest parts of a teacher's role. Staff will receive support, training, and supervision whenever necessary and appropriate.

8. Lunchtimes and Playtimes

Our primary aim is for the children to enjoy their lunchtimes and playtimes and to be able to manage their unstructured time safely and appropriately. There are several ways in which we support the children to make positive choices during their social time. These include:

- Support from Peer Mediators
- Provision of different activities that children have expressed an interest in
- Showing recognition of safe and appropriate play and exhibiting school values through social interactions
- Support from adults to turn challenging behaviours as opportunities to teach a new skill (positive ways to manage anger, responding to conflict or bullying)
- The use of skills such as listening, reflection, empathy or mutual problem solving.

'Time In' strategies will be used if a child needs time to regulate or reflect on their behaviour. In the event of extremely unacceptable behaviour or persistent disruptive behaviour at play and lunchtimes, then a child will be brought inside off the playground straight away and in the most serious cases, may be excluded from play and lunchtimes for a fixed period.

9. A Graduated Response

This is the process that is used to support children who are most in need. We use the Assess, Plan, Do, Review approach. This is described in detail in the SEND policy.

We recognise that for a small number of children, whose behaviour is beyond the whole school praise and consequences system, a more personalised approach may be necessary to support them in developing the ability to regulate their own behaviour. They may have a Positive Behaviour Support Plan agreed between the pupil, staff, and parents. The support of outside agencies will also be sought where appropriate, the Educational Psychologist, Communication and Interaction team, and Social Emotional and Mental Health team.

As stipulated in Part 4 of the DDA (Disability Discrimination Act 1995) Instow Community Primary and Pre School will not treat disabled pupils less favourably without justification and we will make reasonable adjustments to ensure that they are not disadvantaged compared to their peers (Please refer to SEND policy).

10. Special and exceptional circumstances

In exceptional circumstances, when all strategies have been tried at school, the headteacher, following consultation with the senior leadership team and/or safeguarding team, may need to consider a part-time timetable or an alternative placement if intervention and adaptation has not met the needs of an individual. In a very small number of cases, this may result in a move to a provision where more specialist support can be provided.

In very rare situations, to keep the individual and the other children safe, it may prove necessary to use a suspension or a permanent exclusion. Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil being suspended. In these circumstances the chair of governors will be informed. Only the headteacher has the power to suspend a child from school. The headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in an academic year. The headteacher may also consider excluding a pupil permanently.

If the headteacher suspends a child, the parents will be informed as soon as possible, giving reasons for the suspension. These reasons will be discussed with the child. When the parents collect the child, the headteacher will make it clear to the parents that they can make representation to the Governing Body and how to do so through the letter of suspension / exclusion.

The headteacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion or suspensions. The Governing Body itself cannot either exclude a child or extend the suspension period made by the headteacher. However, the Governing Body has a discipline committee whose role is set out in strict guidelines whenever a child is suspended or excluded from school.

*Lunchtime suspension: when appropriate after all options have been exhausted, a pupil whose behaviour at lunchtime has been disruptive, may be suspended from the school premises for the duration of the lunchtime period for a fixed period.

Examples of types of behaviour that may result in suspension or exclusion are:

- Physical and verbal assault to staff or pupils
- Theft, extortion, and arson
- Threatening behaviour
- Vandalism and racial abuse to pupils or staff
- Very serious challenge to authority
- Consistent disruptive and aggressive behaviour
- Possession of drugs
- Possession of an offensive weapon
- Sexually inappropriate behaviour
- Malicious allegations against members of staff

This list is not exhaustive, and pupils will only be suspended in extreme cases and when there is a serious breach in the school's behaviour policy. In exceptional circumstances, the Head Teacher may feel it is appropriate to involve the police.

11. Malicious allegations against members of staff.

Any allegations against members of staff will be dealt with in accordance with Child Protection and Safeguarding policy.

12. The role of the DSL/DDSL when dealing with behaviour

The DSL/DDSL will be notified regarding any concerns with a child's behaviour. If the behaviour displayed by a child is a concern or is identified as being a significant change in behaviour, the DSL/DDSL will communicate with parents/carers to offer support from external agencies if this is required. An Early Help Assessment can be arranged with the

family to make sure all the relevant support is in place, preventing exclusions or further exclusions.

If a child is excluded for any amount of time, the DSL will conduct home visits to safeguard the child and to maintain links to the school.

Appendices

Appendix 1 – Whole School expectations; norms and routines

Appendix 2 – School Charter

Appendix 1

Instow Community Primary and Preschool Expectations

These are the social norms that we expect from the children. Adults will model these and give reminders when needed. They are non-negotiable.

- Being polite and well-mannered. Please, thankyou, excuse me, may I
- Holding the door open for others
- Waiting if an adult or another child is coming through the door
- Using a person's name when talking to them
- Using table manners, eating with a knife and fork and not speaking when mouth is full of food
- Pushing chair in when getting out of their seat
- Picking up things off the floor; coats, bags, pieces of paper
- Walking around school
- Sharing any school equipment
- Not talking over another person

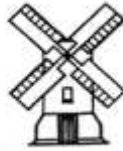
Whole School Routines

- Lining up (one behind the other) for any transition
- Walking into assembly silently
- Hanging coats and bags up when arriving at school
- Keeping own workspace tidy
- Greeting first thing on the gate and on entering classrooms
- Only one at a time in the toilet
- Hand up means to stop talking and look at the adult who is speaking
- If an adult comes into the classroom/hall and greets everyone, children respond with "Good morning Mr/Mrs and friends"

Appendix 2



Instow Community Primary and Preschool

School Charter



At Instow Community Primary and Preschool we believe that all children have the **right to be safe**, have the **right to learn** and have the **right to play**.

We will ensure this by following these rules:

<p>We are safe</p> 	<p>Look out for each other Be kind to everyone Be sensible Think calmly about choices Be gentle</p>
<p>We can learn</p> 	<p>Always try our hardest Show active listening Be curious Work as a team Make mistakes Be resilient</p>
<p>We can play</p> 	<p>Respect everyone Have a big heart Be creative and imaginative Include others</p>