# Behaviour Policy 2024

## Core Values

Readiness Resilience Respect

## School Values

**Compassion**
**Collaboration**
**Courage**
**Aspiration**
**Independence**
**Kindness**
**Confidence**
**Responsibility**
**Honesty**

**Approved: Summer 2024**
**Review Date: Summer 2025**

**Managing good behaviour at Kender Primary School**

We have clear expectations for behaviour at Kender and we expect children and adults to follow the school rules and show the school values at all times. These expectations are the same both in the school and outside of the school.

**1 We show respect for others and our school**
**2 We do our best learning, showing resilience**
**3 We are always ready and take responsibility for our actions.**

Our core values are:

**Respect, Readiness and Resilience**

**Independence, Aspiration, Kindness, Responsibility, Courage, Confidence, Honesty, Collaboration, Compassion.**

Kender is a caring and nurturing school and we treat each child as an individual. We expect that all children will abide by the rules and excel in their learning. However, we understand that at times children will face challenges. Some children will have an inner resilience to cope with these challenges. Other children will need extra support in order to cope with the demands of the school day, their home life and social interaction.

We recognise that consistency is key to promoting positive behaviour in the school to promote the consistency we expect that staff follow these principles:

- three step routines that are consistent across the school eg for lining up, assembly we promote a consistent approach to behaviour (see appendix 1)
- Recognition board to promote positive behaviour.
- Whole class reward systems
- Meet and greet children
- Build positive relationships and show interest in the children's lives
- Focus on effort not achievement
- Growth Mindset
- We are persistent, consistent and follow through with poor behaviour always.
- We celebrate when children go above and beyond expectations
- Weekly above and beyond assemblies

**Sanctions and Rewards**

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour

- Sending the child out of the class
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the child to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Removal of the child from the classroom
- Suspension

Personal circumstances of the child will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

For most children verbal praise and recognition are enough.

The overuse of stickers and rewards creates a 'reward economy' where children will only do something for something. We want to encourage children to be motivated to learn, follow instructions, follow the rules because they know that is the right thing to do.

A minority of children may need more incentive and support to behave well. In these circumstances individual reward charts may be used. With a focus on earning a reward for behaving appropriately.

The use of a sanction for example timeout should be used when a child needs to self regulate their behaviour. The adults need to provide safe places for the child to go and self regulate they may need 'tools' to support their self regulation. These should be provided for the child when appropriate.

(Please see section on playground behaviour for sanctions at playtime and appendix 2 for further support and guidance on dealing with difficult behaviour)

**Consequences**

- Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child.
- Children should have a warning before the consequence so that they have a chance to change the behaviour before the consequence.
- Consequences can be positive and negative.

**Different types of consequences**

*Related consequences*

Examples of related consequences

- If a child is being silly and spills a drink, they must wipe it up
- If a child is fighting over a toy, the toy is put away
- If a child refuses to get off the iPad they loose time later in the day
- If a child has wasted learning time, a simple way to ensure they catch up is to send it home with a short note explaining what needs to be done

*Loss of privilege*

A child who refuses to follow instructions may lose golden time
A child who has had a fight on the playground may lose playtime
A child is not completing work they stay in at play to finish

*WARNING*
Missing playtime is an easy consequence to use, however it can have a detrimental effect on the child's behaviour, the child who misses playtime the most is probably the child who needs playtime the most. Focus on building relationships and allowing time to get to know your children.

Avoid making the whole class miss playtime: it's not fair to make all children suffer for the behaviour of one or two children.

For behaviour that has reached a level that is beyond your threshold SLT will be available to support a more serious consequence such as calling home, internal exclusions.

**STEPS for dealing with poor behaviour**

*Reminder, Caution, Last Chance, Time out, Repair*

1. **Reminder -** of the rules, and the three step routine appropriate to the command eg lining up in assembly, deliver privately,
2. **Caution -** deliver in private if possible, make the student aware of their behaviour and clearly outline consequence if they continue eg having time out. Use phrase "***think carefully about your next step "***
3. ***Last* chance -** speak to the student in private, give them a final opportunity to engage. Offer them a positive choice to do so eg:
   - *I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe that you can be a success.*
   - *Do you remember yesterday when you helped me to tidy up? That is the Stefan I need to see today, that is the Stefan you can be all the time.*
   - *Use 30 second scripts see previous (appendix 2, point 12)*
   - *You could attach 'Stay behind for two minutes after class' to this step. That two minutes is owed when the child reaches this step, it is not part of a future negotiation on behaviour, it cannot be removed reduced or substituted*

4. **Time out** - if the child hasn't engage after the third reminder they need time out, this can be a short time (must be short no more than the child's age) this is a few minutes for the child to think about their behaviour and calm down.
5. **Repair** - this might be a quick chat at break time in the yard or more formal meeting. (See restorative questions)

**Secondary Behaviour**

What is a secondary behaviour?

*Example*
If a child slams the door after you have followed all of these steps do not chase this behaviour this is a secondary behaviour

Ways to manage secondary behaviour

- Don't bite back with your words
- Refuse to chase or engage with the behaviour or engage in power play
- Remember the first act of poor behaviour that triggered the outburst.
- Use choice if you can but not if it inflames the situation
- Resist the urge to bring up past misdemeanours
- Don't follow learners when they walk away, unless you have to because of clear and present safety concerns. The act of following can provoke and peak anger.
- Remember you are the adult: focus on the outcome you want, not the argument
- Ask questions and don't make accusations
- Focus on what is happening next. You can uncover what has just happened later.
- Whenever possible move the student to safe space out of public view and the pressure of an audience.
- Shift into listening mode. This is not time for lengthy speeches, less will almost certainly be more.

**Scripts to reroute power play with a child**

*I understand .....(that you are angry/upset/livid)*
*I need you to....(come with me so that we can resolve this properly)*
*Maybe you are right ....(maybe I need to speak to them too)*
*Be that as it may...(I still need you to join in with the group)*
*I've often thought the same.....(but we need to focus on...)*
*I hear you.....,,,(it's not easy but I know you can do it brilliantly)*

**Safety and Wellbeing**

Children's safety and wellbeing is of paramount importance to us and when a child, adult or children are in danger we take the following steps.

**Physical restraint/Safer Handling**

There may be times when a child's behaviour is a danger to themselves and others, if the child is unable to be contained in a safe place then they will need to restrained. Members of the SLT team will be trained (Sept 2023) in 'safer handling' they will be called in circumstances when a child is putting themselves and others at risk.

**Suspension**

We have high expectations of behaviour at school. We will work with children and families to promote positive outcomes. We treat all children as individuals and come from a caring and compassionate place. When possible, we will internally suspend a child. This mean that they remain in school but are not allowed to take part in the normal routine of the day.

If there is evidence of a child persistently not following adult instructions or accepting the stated consequences for their actions, internal suspension is less viable as a sanction and external suspensions are more likely to be invoked.

We understand that suspension as a consequence is available to us. We do not take decisions for suspend lightly and will only suspend a child when all other options and strategies are not working for us or the child.

**Exclusion**

Permanent exclusion from school is available as the ultimate consequence for persistent poor or dangerous behaviour.

**Prevention of Bullying**

We take bullying very seriously at Kender and we are aware that bullying in school can cause significant harm to a child's emotional wellbeing. If you think a child is being bullied, please talk to a member of SLT and refer to our anti bullying policy for more information.

**Persistent Poor Behaviour**

"Damaged children need people not punishment"

There may be times and circumstances when children are finding it difficult to adhere to the rules, values and routine of the school. This is always a small number but they need care and support and specialist provision and intervention to help them develop their resilience.

At Kender we understand that there is always a reason for the behaviour. Behaviour difficulties can reflect an unmet need, eg communication difficulties, learning difficulties, social interaction difficulties, emotional and mental health needs. Children's home lives, their relationships and the security of their early attachments, feeling tired, hungry or unwell, housing conditions – all issues beyond a child's control - can all have an impact on children's wellbeing and affect their behaviour development. Some children may struggle to manage the busy, stimulating school environment, finding it overwhelming or confusing.

When children are continually showing poor behaviour, SLT will:

- Work with class teacher, parents and the child
- Create a positive behaviour plan
- Put in place a home school contact book
- Offer specialist provision, desk alone, reward charts, alternative play times
- Provide interventions- eg therapy, enrichment
- Seek the advice of outside professionals where appropriate, such as the school's link Educational Psychologist or other professionals eg Drumbeat Outreach Service for children with social communication and interaction difficulties. Such referrals will involve parents.
- Establish a Team Around the Child/Family where needed, involving all professionals supporting a family.
- Seek early help where parents need support in managing their children's behaviour.
- Share children's individual needs and the strategies being tried with the whole school staff team to ensure a consistent approach.

**SEND**

Children with SEND are more likely to have behaviour difficulties and SEMH difficulties we support these children by:

- Using visuals - such as visual timetables, now and next boards, social stories.
- Being clear and consistent
- Following routines
- Providing additional support at transition times
- Using timers for taking turns
- Providing emotionally calming strategies

*The Zones of Regulation and Self Regulation*

The Zones of regulation are a research based intervention to promote positive behaviour. They help children to regulate their feelings in order to control over whelming emotions that prevent them from learning, and achieving their best.

When used effectively children feel empowered and in control of their emotions. The Zones of Regulation are particularly effective for children with SEND, SEMH needs.

In order for a child to be ready for learning they need to be able to self-regulate. For most children they are able to regulate with ease. For other children they will need 'tools' to help them self-regulate. The Zones of Regulation helps children to identify their feelings through the use of colours, blue - sad, sick, tired, green, happy calm, ok, yellow - frustrated, worried excited, red - mad, angry, out of control. With adult support children will learn to use their 'tools' to self-regulate.

The zones are used not only for key children but for all children, adults and parents as a model to self-regulate emotions.

**EYFS**

Children in the EYFS (Nursery and Reception) range from 3-5. Many of our children are only just beginning to understand their own emotions and can struggle to identify or label these. They therefore need a greater amount of staff support in managing their emotions and consequently their behaviour.

In recognition of this we support the children in understanding their emotions by discussing how the incident has made them feel and support their management of these emotions by modelling self-soothing behaviours, such as deep breathing or rubbing their arms. This support not only helps them to calm themselves in order to deal with the behaviour but will also support them later when they begin to use Zones of Regulation. We also ensure all our EYFS classrooms have areas that are comfortable, calmer and quieter in order for children to remove themselves, reduce anxiety and self-soothe.

To further support positive behaviours we have moved towards low-arousal classrooms within the EYFS. We believe the environment the children inhabit deeply affects their behaviour and have thus altered our environments in order to keep arousal at an appropriate level, rather than providing a high level of stimulation which is overwhelming for many and affects their focus and ability to self-regulate. Please see the EYFS policy for further details.

We work in the moment with the children, providing a curriculum that is personalised to their needs and therefore ensures they receive the support they need whilst minimising opportunities for negative behaviours. The staff use consistent approaches and support the children with clear expectations, for example through the use of visuals and sand timers for taking turns. We use praise in order to reinforce positive behaviours, ensuring we catch all children displaying these behaviours.

Where appropriate children will be given time to regulate their behaviour. Staff will then continue to support their behaviour choices with a restorative approach. All incidents are dealt with at the time and staff ensure they are supporting children to recognise the issues with their behaviour and make positive decisions.

**Playground behaviour**

We understand that behaviour at playtime can be different to behaviour in the classroom, we have provided these guidelines for dealing with behaviour at playtime.

*Expectations of adults in the playground*

- We need all adults in the playground to be proactive, looking out for any possible incidents and responding quickly if an incident occurs.
- Always come from a thinking place, asking: 'What's happened?', 'Can you tell me what has happened here', 'One at a time, tell me what has happened…'
- The majority of low-level incidents in the playground can be dealt with by adults on duty using the red spots for time -out/reflection.

*During playtimes*

- All staff need to be spread around playground including in blind spots
- Be watchful at all times
- We should not be in clusters.
- Play games, engage with children when you think this is appropriate.

*When to use the Red Spot*

- Low level name calling, general rudeness, being unkind
- Hitting, pushing, kicking
- Ignoring adult instructions
- Not following rules

*Scripts to use:*

- *'What's happened?'*
- *'Can you tell me what has happened here?'*
- *'One at a time, tell me what has happened…'*
- *"Let's sit down and find out what happened."*
- *'It was the rule about..... that you broke."*
- *"Which rule do you think you broke?"*
- *"You need to understand that every choice has a consequence. You have chosen to break the school rule .....this means you will have a consequence of .....'*
- *"What do you think the poor choices were that caught my attention?"*

Adults dealing with an incident will insist a child spends some time on a red spot; this time should only be short, a minute/two/three but should be observed and the adult should ensure the child then returns to being able to play.

The rule reminder can come at the start or the end of the time on the red spot.

**Missing 2/3/5 minutes of play the following day**

Not lining up on time or being ready to line up when it is clear all of the class are lining up

**Incidents that require further support form SLT: inform HT, DHT OR ASHT**

- THREATENING BEHAVIOUR TO CHILDREN AND ADULTS - this means behaviour that is completely inappropriate eg swearing, making threats, refusing to listen, continuing to provoke others.
- Fighting
- Persistent poor learning behaviour
- For any of the above behaviours please report to SLT

**SLT**

Members of the Senior leadership team will investigate and record incidents of disruptive, threatening, violent, aggressive behaviour both inside and outside the classroom. Investigations will follow school guidelines - see Appendix 3.

SLT will use the following headings.

- what happened
- what was the trigger
- what the child did
- adult response

SLT are responsible for the following:

- Communicate any children to be aware of during playtime and how to deal with them
- Will follow up serious incidents and find out what happened from all children using restorative questions.
- Will inform parents and arrange meetings if necessary.

If there are persistent behaviours from certain children this needs to be shared with SLT.

Each member of SLT will be out in the playground on their timetabled day: see playground TT

## Monitoring and evaluation

### *Monitoring and evaluating behaviour*

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance and suspensions
- Incidents of bullying
- Managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, children governors and other stakeholders (via anonymous surveys)

The data will be analysed every year by the Headteacher. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of children are identified by this analysis, the school will review its policies to tackle them.

### *Monitoring this policy*

This behaviour policy will be reviewed by the headteacher and the Full Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Full Governing Body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Body annually.

## Further Reading

'When the adult changes everything changes' Paul Dix

'The Zones of Regulation'
Tracey Rogers

Bill Rogers

# Appendices

## Appendix 1

Three step routines - whole school

Assembly
1. Eyes front
2. Lips Closed
3. Hands in lap

Lining up
1. Eyes front
2. Lips closed
3. Hands by side

## Appendix 2

***Strategies to promote positive behaviour***

*(from Paul Dix When the Adults Change Everything Changes)*

### 1 Meet and Greet

Meeting your class every day with a personal greeting could have the greatest impact on their behaviour it will make them feel valued, important and they will know that you want to get to know them. Once you have committed to this you won't be able to stop as the children will be expecting this consistency.

### 2 Make Learners feel important

Build relationships…..the most important part, give complements, ask them how their birthday party was, remember what they like football team, book, sport, and ask them about it. You don't have to be their best friend, just remember the little things.

Respect works both ways, daily acts of care generosity, interest in their lives, being bothered ('Botheredness' H.Roberts 'Oops helping children learn accidentally' p 39 WTACEC Paul Dix)

"I can give you a special job and make you feel like a king. I can give you a £50 and make you feel like you don't matter"

### 3 Positive notes

Create a positive message board on the front of your classroom, it could say "Hughes class are all outstanding learners!!" "Suess class can reach for the stars!!" "Morpurgo class are all amazing individuals"

Give each child a positive note, write on a post it and place at their desk.
Try giving out a positive note every week to a chosen child do this consistently for the children. This will motivate them to do their best and want to get a positive note.

### 4 Use your recognition board

Ways to sharpen the use of recognition boards

- Target your recognition board at learning attitudes, not just functional behaviours, Make sure that the behaviours you choose raises the expectations for the children and is not simply something they can do well already.
- Names or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude
- Names or tallies are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good

conduct it cannot come off for poor conduct. A different response should be given.

- Learners can nominate others to be put on the board. Try stopping an activity after 15 minutes and asking them to write up four names of other children who have been consistently demonstrating the desired behaviour. Use it for reflection at the end if the lesson.
- Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name on the board.
- Recognition boards need to be refreshed hourly, daily or weekly depending on the age of the children and the context in which you are working.
- Pupils are recognised for effort, not achievement. Your recognition board should be for everyone. Your highest achievers might always be high achievers. They only get on the board when they have shown the required effort.
- When everyone has their name on the board a collective 'whoop' is appropriate; large rewards are not necessary. This is critical to the success of the recognition board. To keep the atmosphere positively supportive the mini celebration at the end of the lesson is enough. You will find that more children choose to support those who are wobbling when jeopardy is minimised.
- Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.

**5 Simplify rules**

Three is the magic number!!

*1 We show respect for others and our school*
*2 We do our best learning, showing resilience*
*3 We are always ready and take responsibility for our actions.*

**6 Refuse to shout (all adults)**

When we change the way we behave, then it will change the way the children behave. Save your loudest teacher voice for lavishing praise over the children and refuse to give currency to the poor behaviour. We do not glorify and give attention to the poor behaviour; if we do this it is the quickest way for a child to rise to celebrity status.

Shifts in adult behaviour

- Deliberately noticing something new about a child
- Focusing positive attention on effort not achievement
- Stopping yourself from telling the children how their negative behaviour makes you feel.
- Refusing to shout
- Introducing nonverbal cues
- Focusing positive recognition on those going above and beyond

- Ending the lesson with positive reflections every time.

**7 Give first attention to those doing the right thing**

It is very easy to be distracted by the poor behaviour. What we need to do is focus our attention and energy on the good behaviour. 'Praise the best and ignore the rest'. If we do this, we create a positive atmosphere where we are giving the right things attention.

**8 Take the fame out of behaving badly**

If we do step 7 then we take the fame out of behaving poorly.

**9 Make a point of recognising and praising behaviour that is above and beyond**

As a whole school we praise the children for going above and beyond. Make sure in the classroom the same is happening.

**10 Teach a new three step routine packed with high expectations eg lining up, tidying up, transitions**

To establish a calm and orderly classroom routines should be an 'obsession' children need to know what is expected of them and how they are going to achieve that.

Example: whole class routine for transitions from an activity:
1. Follow instructions first time
2. One voice (only, at a time)
3. Keep hands and feet to yourself

As a whole school we are going to introduce a three step routine for lining up, we will all use the same three prompts:
1. Eyes to the front
2. Lips are closed
3. Hands by side

And for sitting in assembly:
1. Eyes this way, listening
2. Lips are closed
3. Hands in lap

Our expectation is that children will come into assembly in silence, they sit and are reminded of the three steps above. This will be our 'obsession' for the Autumn term.

Positive reinforcement examples:

*"We always stack the chairs in threes in the classroom"*
*"No Monique that is not what we mean by ready"*

*"You can do better than that you can talk to me in a kinder, calmer, slightly further away way"*

To get routines solid and clear they need to be relentless: model, remind, cajole, reinforce, make it important every day.

**11 Strip out every last drop of negativity.**

Positive, positive, positive. Easier said than done! But practice, practice, practice.

Give children the strategies to control their behaviour teach them how to by giving them mantras such as:

- I can choose to walk away
- I can stop myself
- I am ok
- I am in control of myself
- I can choose to be calm
- I have a bigger goal than this fight

**12 Use a 30 second intervention**

30 second rule

Get in, deliver message, anchor child's behaviour, deal with the incident later one to one and in private (no public humiliation)

THE MOMENT YOU DELIVER A SANCTION IS THE MOMENT OF CONFRONTATION, COMPLAINT OR PROTEST WILL EMERGE (see the five steps for dealing with behaviour)

Examples - Scripts

*"You own your behaviour. Your behaviour does not deserve my time. You are better than the behaviour you are showing today."*

And give an example of their good behaviour:

*"Do you remember yesterday/last week/ when you helped me tidy up/led the group/gave me that excellent homework? Remember mums face when she got the note? That is the person I know, that is the Chelsea I need to see today"*

Walk away leave them to make a choice and ignore any secondary behaviour.

Deal with the poor behaviour at a later date with the child alone.
Could be the following day
Could be lunchtime
Make sure you follow up the incident.

Other scripts to try:

*"I noticed you are ..... ( having trouble getting started/struggling to get going/wandering around the classroom dabbing)*

*"You have chosen to ....(move to the back /catch up with your work at lunchtime)*

*"Do you remember last week when you ....(arrived on time everyday 'got a positive note ..)*

*" That is who I need to see today...."*

*"Thank you for listening" (Then give the child some take up time)*

If you are hostile the child will be hostile back, treat a child in an unexpected, compassionate way then the child will react differently.

**13 Practice micro-scripts everyday.**

Other scripts you might try….

- *You need to…….(speak to me at the side of the room)*
- *I need to see you …. (following the agreed routine)*
- *I expect …….(to see your table immaculately tidy in the next two minutes)*
- *I know you will…. (help Kyra to clean the pen off her face)*
- *Thank you for …… (letting go of her hair, lets walk and talk)*
- *I have heard what you said, now you must…. (collect your things calmly and move to the thinking spot)*
- *We will …..(have a better day tomorrow)!*

Longer Scripts

- *You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen…..If you choose not to do the work, then this will happen…..I'll leave you to make your decision.*
- *Do you remember yesterday when you helped me to tidy up? That is the Stefan I need to see today, that is the Stefan you can be all the time.*
- *I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe that you can be a success.*
- *I am not leaving, I care about what happens. You are going to be brilliant!*
- *What do you think the poor choices were that caught my attention?*
- *What do you think you could do to avoid this happening in the next lesson?*
- *Darrell its not like you to…..(kick doors/shout out/shake the hamster)*

**Remember - There is always a reason for the behaviour (p31 WTACEC Paul Dix)**

"Damaged children need people, not punishment"

"Kill them with kindness"

When they arrive at school their bucket may already be full

Other reasons:
ADHD
ASD
Other learning needs….

## Appendix 3

## Restorative Questions

**Restore, Redraw, Repair - after the event when the child is calm go back to the child and have a short conversation.**

**Restorative Five**
Choose five questions when dealing with a behaviour incident.

"In between your truth and their truth is the truth" (Paul Dix - When the adult changes everything changes)

1.What happened?
2.What were you thinking at the time?
3.What have you thought since?
4.How did this make people feel?
5.Who has been affected?
6.How have they been affected?
7.What should we do to put things right?
8.How can we do things differently in the future?

For younger children try:

1. 'Ok, imagine if there were …… (people affected/a way of putting it right/things you could do differently). What would they be?
2. 1-10 scales: On a scale of 1-10 how angry were you?
3. Offer a postponement and some support if the child is not ready to speak: "I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet tomorrow and have Ms…sit with you and help you with the answers?"

**Ten steps to certainty**

1. When children escalate take them back to the original behaviour before you deal with the secondary behaviours
2. Display consistency clearly on the walls of the classroom. Encourage the children to keep on track.
3. Manage escalating inappropriate behaviour with an emotionless almost scripted response.
4. Use phone calls and positive notes home to reinforce your positive certainty. This works in the most inconsistent homes.
5. Map rules, routines, learning habits and rituals for individuals and for specific activities that are becoming difficult to manage.
6. Have a clear tariff for appropriate and inappropriate behaviour. Send home to parents and be prepared to concede when you have a bad day and don't apply correctly.

7. Use the term when you speaking to children about their behaviour: "If you choose to stay on task throughout this activity you can be certain that I will catch you and give you praise and reward. If you choose to ignore the routine/make a house under the desk/eat lilies rubber ……you can be certain that you will receive a sanction that I will enforce."
8. Don't judge yourself too harshly when you fall off the wagon and behave inconsistently. Apologise and get back to your consistent habits and routines
9. Resist the temptation to deal with minor indiscretions with high levels of sanctions. In effect you are crying wolf, so when you really need support for behaviour that does warrant a high level of sanction your colleagues may not be so keen to support you.
10. Shift into listening mode. This is not a time for lengthy speeches. Less will almost certainly be more.

## Appendix 4

## Investigating Accidents or incidents of concerning behaviour

All incidents of poor and challenging behaviour will be investigated by a member of the Senior Leadership team.

The investigation process is a follows:

The member of SLT assigned to the investigation will:

- Establish what happened; this involves asking the children directly involved; taking statements from any other witnesses; notes will be taken either in a book, paper or on an iPad
- A summary of the events will be written up
- Parents will be contacted; sometimes this is over the phone; other occasions a meeting is required
- The investigating member of SLT will communicate sanctions to children and will inform parents

Evidence of the summary, including dates and times of all meetings of the incident will be logged on CPOMs; this will include how outcomes have been communicated with all parties. This will include the headings:

- What happened
- What was the trigger
- What the child or children did
- Detail of the adult response and consequences applied

The accident/incident will be closed when all outcomes have been communicated either in person, over the phone or via letter. For some incidents a minute taker might be required for a meeting with a parent.

## Appendix 5

## Written statement of behaviour principles

All children understand they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

All children, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to children and each other at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by children and staff

The suspensions and exclusions policy explains that suspensions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

Children are encouraged and helped to take responsibility for their actions

Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and children's home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 6
## Searching and confiscation

From time to time, we need to search for and confiscate items which are inappropriate for a school setting. Searching and confiscation are conducted in consultation with parents and in line with the DfE's latest guidance on searching, screening and confiscation.

**Prohibited items**
Items which are not allowed in our school include the following:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Mobile phones
- Any article that is inappropriate in a primary school setting

**Confiscation**
Any prohibited items listed above found in a child's possession as a result of a search will be confiscated. These items will not be returned to the child but must be collected by the parent.

**Searching children's possessions**
On the very few occasions that it has been necessary to search a child's possessions, staff have asked the child to empty the contents of their bag. This is done in front of two members of staff and, wherever possible, with parental agreement.

If the child has brought in a potentially harmful object or substance, the staff member who carried out the search should inform the DSL without delay. The search should be recorded on CPOMS.

**Informing parents/carers**
Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

**Support after a search**
Irrespective of whether any items are found as the result of any search, the school will consider whether the child may be suffering or likely to suffer harm and

whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## Appendix 7

## Roles and responsibilities

### The governing board

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Wellbeing and Safeguarding Committee
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of children
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all children to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer children both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy

### Staff

Staff are responsible for:

- Creating a calm and safe environment for children
- Establishing and maintaining clear boundaries of acceptable behaviour by children

- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular children
- 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 children to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

**Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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.

**Children**

Children will be made aware of the following during their induction into the 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 rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Children will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Children will be supported to develop an understanding of the school's behaviour policy and wider culture.

Children 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 children who are mid-year arrivals.