

# Behaviour Policy

## 2019

<b>Behavior Policy</b> <b>Responsibility for monitoring this policy:</b> <b>Sara Shepherd</b> <i>(Reviewed annually or in response to changes in legislation or operating procedures)</i>			
<b>Date</b>	<b>Reviewed By:</b>	<b>Role</b>	<b>Date Approved by Governors</b>
Sept 2019	Sara Shepherd	Headteacher	24/09/2019

## Behaviour Policy Principles

St Margaret's Primary School and Nursery (SMPSN) is 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. As members of our community, we adhere to the values of being: 'Ready, Respectful and Safe'

### At St Margaret's we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches instead of punishments

### Purpose of the behaviour policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

### All staff must:

- Take time to welcome children at the start of the day
- Be at the door of their rooms at the start of each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Be Respectful, Be Ready and Be Safe'

### The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

### Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

### Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

## Behaviour for Learning

### St Margarets at Hasbury's behaviour values: 'Be Respectful, Be Ready and Be Safe'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reprimanded in private.

*"When people talk about behaviour, they obsessively search for the instant solution. Some magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."*

Paul Dix, Pivotal Education

The school has 3 simple rules

Try to follow instructions - Be Ready, Be Respectful

Try to keep your hands and feet to yourself - Be respectful, Be Safe

Try to use kind words – Be respectful

The rules are underpinned by our behaviour values of **'Be Ready, Be Respectful and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans, which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above Recognition
1. Be Ready Try and listen to instructions  2. Be Respectful Try to use kind words  3. Be Safe Try to keep hands and feet to yourself	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children to the gate at the end of every day 5. Praising in public (PIP), Reprimanding in private (RIP) 6. Consistent language	1. Certificates 2. Stickers 3. Phone call/text home 4. Verbal praise 5. Notes home 6. SLT praise 7. Class merits 8. Show work to another adults 9. Visit to HT

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to ..... (noticed behaviour)            This is a REMINDER that we need to be (Ready, Respectful, Safe) refer rule to value            You now have the chance to make a better choice            Thank you for listening</p> <p><b>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</b></p>
2. WARNING	<p>I noticed you chose to ..... (noticed behaviour)            This is the second time I have spoken to you.            You need to speak to me for two minutes after the lesson.            If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table / go to the quiet area etc ..... ) (learner's name),            Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p><b>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</b></p>
3. TIME OUT	<p>I noticed you chose to ..... (noticed behaviour)            You need to.....(Go to quiet area / Go to another table)            Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench/            I will speak to you in two minutes</p> <p><b>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</b></p> <p><b>*DO NOT describe child's behaviour to other adults in front of the child*</b></p>
4. FOLLOW UP - REPAIR & RESTORE	5. What happened? (Neutral, dispassionate language.) 6. What were you feeling at the time? 7. What have you felt since? 8. How did this make people feel? 9. Who has been affected? What should we do to put things right? How can we do things differently?
*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.	

## Sanctions:

### Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

### Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

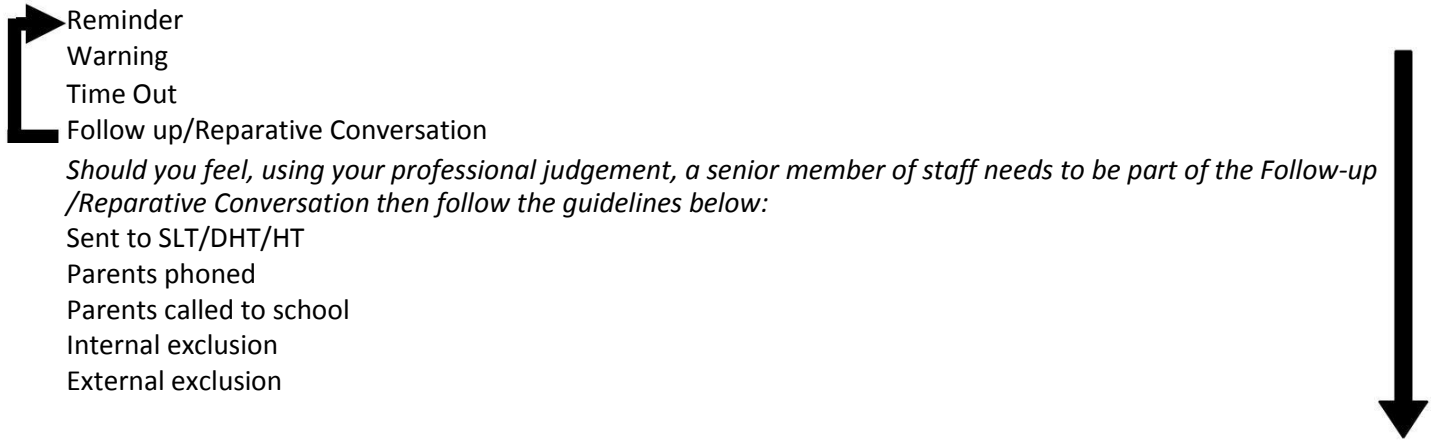
### Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect  
Explicitly TEACH behaviour  
MODEL the behaviour we expect  
PRACTISE behaviour  
NOTICE excellent behaviour  
CREATE conditions for excellent behaviour

### Language around Behaviour

At St Margarets we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class

### BEHAVIOUR PATHWAY

- 
- Reminder
  - Warning
  - Time Out
  - Follow up/Reparative Conversation

*Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:*

Sent to SLT/DHT/HT  
Parents phoned  
Parents called to school  
Internal exclusion  
External exclusion

### Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety.

When dealing with an episode of extreme behaviour, staff use positive handling and de-escalation strategies wherever possible however, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only. Keeping Children Safe in Education, September 2019 also outlines what is meant by the term reasonable force. It states that, "there are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' means 'using no more force than is needed'.

The school will record all behaviour incidents on CPOMs and any restraints using a Serious Incident Report (SIR form) found in the school office. Any use of restraint will be communicated to parents.

Internal exclusions will occur following consistent breaking of school rules or after a serious incidents at the discretion of the HT or in her absence the DHT

Internal exclusion will enable:

- The child time to reflect on their behaviour
- The class time to refocus on their work

A fixed-term exclusion might be enforced under these conditions:

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

### **Physical Attacks on Adults**

At SMPSN we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Physical Intervention* and *Use of Reasonable Force Policy* and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMs. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

### **Fixed Term Exclusion**

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Fixed term exclusion will be a last resort and the school will endeavour to work with the family. In all instances, what is best for the child will be at the heart of all our decisions.

### **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### **Out of School Behaviour**

The school is committed to ensuring pupils act as positive ambassadors. Taking this into account, we expect the following:

- Good behaviour on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### **Sanctions and Disciplinary Action – Off-Site Behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges or fixed term exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

### **Application**

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

## **Behaviour Procedures 2019**

*Good behaviour emanates from a stimulating and exciting curriculum. St Margaret's acknowledges the need for clear behaviour procedures in order to sustain consistent approaches from all staff.*

*The following routines must be the cogs, the consistencies that all staff adhere to in order to maintain a happy, caring and safe learning environment. Children should be reminded of classroom practice by **positive correction**.*

*All adults will:*



- *Meet and greet all learners with a smile*
- *Have a calm demeanour, demonstrating calm and consistent adult behaviour*
- *Use countdown in order to get the class ready for instruction*
- *Set the class to work (use TROGS)*
  - *Time and task. Give the time/deadline before the task.*
  - *Resources – what do individuals/groups need for the task?*
  - *Outcomes – what do you want to see at the end of the time/session, or what is the success criteria or expected outcome agreed with the class?*
  - *Grouping – individual work in silence, paired work, groups, seating arrangements etc.*
  - *Stop signal – a reminder that you will use the countdown when you want to speak to them as a class.*

*Children receive individual rewards such as praise, stickers and house points for high effort and positive demonstrations of the school's Christian values and school rules. The class also receives class merits. These can be given by any adult when children show unity, follow the school rules and are active role models for St Margaret's at Hasbury. Once the class reaches 100 merits they receive their class award (agreed on prior to starting the count to 100, pizza party, extra play, dvd session etc).*

*Children are also rewarded at lunchtime by lunchtime supervisors. Children are rewarded with stickers, certificates, 'ask what I have done today' slips. Children are thanked in a special assembly.*

***Where children are not** following instruction or are **disrupting learning** they will be given the opportunity to reflect and correct their behaviour through the stages listed below.*

### ***Stage 1 (Reminder and Warning)***

*Children can receive up to 2 verbal warnings. It is important children are reprimanded in private, a subtle, clear message (child doesn't need to be removed from the class.)*

### ***Stage 2 (Reflection and Repair)***

*If after 2 warnings the child has not corrected their behaviour this will be recorded on the 'class behaviour chart'. Stage 2 results in the child missing 5 minutes of their playtime. EYFS children are to be seated in a reflection space. A dialogue with parents must take place and CPOMS updated.*

### ***Stage 3***

*An additional warning, and no recovery from stage 2, will result in intervention from the HT/SLT.*

**Children will reach stage 3 if they:**



*Are verbally abusive towards a child/ adult*

*Physically harm a child/ adult*

*Damage school property with intent*

*Use racial incidents (adult has investigated the incident and is sure it is racial)*

*Use homophobic incidents (adult has investigated the incident and is sure it is homophobic)*

*Use offensive/foul language towards a child/adult, in a manner which is abusive.*

*Fail to calm down repeat defiance/rudeness to staff.*

*HT/DHT will meet with parents to discuss the behaviour, discuss expectations, ensure understanding of the expected behaviours and discuss what support school has already put in place and what will be put in place to further support the child. At this point it might be felt that the child needs to go on a behaviour plan issued by HT/DHT.*

**Possible endorsements for stage 3 will be one of the following:**

*Break time reflection/reflections*

*Lunchtime reflection/reflections*

*Removal from class for a session*

*Removal from class for half a day*

*A days exclusion from school*

Child's Name:		Date of Plan:		Review Date:	
What does the behaviour look like?					
Stage 1 Anxiety Behaviours		Stage 2 Defensive Behaviours		Stage 3 Crisis Behaviours	
What are common triggers?					
De-escalation skills					
Skill	try	avoid	Notes		
Verbal advice and support					
Giving space					
Reassurance					
Controlled choices					
Humour					
Logical consequences					
Planned ignoring					
Time-out					
Removing audience					
Transfer adult					
Success reminded					
Supportive touch					
Listening					
Others					
Diversion and distractions					

**Any medical conditions to be taken into account before using Physical interventions?**

**De-escalation skills**

Intermediate	try	avoid	Notes
Friendly escort			
Caring C Guide			
Single elbow			
Double elbow			
<b>Other</b>			

**Who has been informed/Where has the incident been recorded?**

**Stage 4 Follow Up (Only after Stage 3 Crisis Behaviour). Ensure a SERIOUS INCIDENT REPORT has been completed.**

Teacher:	
Parent/Carer:	
Student:	
Educational Psychologist:	
Social Service (if applicable):	
Headteacher:	

## Appendix B - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

### Key Points

#### 1. Definitions

**Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to

Prevent pupils from hurting themselves or others, damaging property, or causing disorder

**'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury

**'Reasonable in the circumstances'** means using no more force than is needed

**'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom

**'Restraint'** means to hold back physically or to bring a pupil under control

#### 2. The Legal Position

##### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

#### 3. When can physical force be used?

##### **Schools can use reasonable force to:**

Remove disruptive pupils if they have refused to follow an instruction to leave

Prevent a pupil:

- ☐ who disrupts a school event, trip or visit
- ☐ leaving the classroom where this would risk their safety or disrupt others
- ☐ from attacking someone

Restrain a pupil at risk of harming themselves through physical outbursts

##### **Schools cannot use force as a punishment – this is always unlawful.**

The school will record all serious behaviour incidents on INTEGRIS and any restraints using a Serious Incident Report (SIR form) in the green behaviour log, which is locked in the filing cabinet in the HT office.