

Churchfields Primary School

Behaviour Policy

1. Policy statement

Churchfields Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning and keeping all children and adults safe, both physically and emotionally.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same.

Our behaviour policy guides staff to teach children the self-discipline to make the right choices, not blind compliance.

It echoes our core values of Aspiration, Citizenship and Excellence with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and staff interventions that support children to improve.

Regardless of the starting point of individual children, high standards of behaviour will be consistently expected and promoted by all adults and at all times.

2. Aims of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all are treated fairly, shown respect and to promote good relationships
- To support staff, parents/carers and families to improve and develop children's behaviour
- To ensure attention and importance is focussed on good, rather than poor, conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, belonging and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

3. Purpose of the policy

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

- Sets out behavioural expectations ('It is our responsibility to be: Safe, Respectful and Ready')
- Positively reinforces behavioural expectations
- Recognises and celebrates when children go 'over and above'
- Promotes self-esteem and self-discipline
- Teach and reinforce appropriate behaviour through positive interventions

4. Relationships, belonging and connectedness

A positive sense of belonging at school has fundamental benefits for children, including feeling that:

- adults and peers like, value and accept them
- the curriculum is interesting and relevant
- they are capable of succeeding at school
- their identity is welcome and valued
- they can 'be themselves' within appropriate boundaries

A positive relationship with the school community can shape a child's emotional, behavioural and cognitive engagement with schooling and influence academic outcomes.

Benefits for learning and engagement at school include:

- lower absenteeism
- higher levels of effort, interest and motivation
- positive homework behaviour
- being more likely to like school
- trusting and respecting the staff
- enjoying challenging learning activities
- being concerned about and helping others.

This is developed by:

- Staff in school:
 - Taking a personal interest in each individual
 - Modelling positive relationships
 - Understanding diversity within and beyond the school community
- Fostering relationships between children e.g.:
 - Peer support
 - Informal gatherings and activities
 - Activities centred on value-sharing
- Providing activities where students have ownership and say
- Taking part in activities that encourage peer connection
- Ensuring supportive school structures and policies e.g. acceptance of diversity, which describes the child's perception of the school as accepting and fair to all students
- Ensuring children are well-supported in their learning and development
- Fostering relationships across the whole school community

5. Rigorous expectations

"Rigour is required every day in schools. This is a far more appropriate word than 'consistency'. If structures and routines are in place, then all staff must be rigorous in their pursuit to maintain them. We may need to adjust and adapt them to suit the needs of individual children, but teachers need a determined sense of rigour to maintain the standards we expect."

The Kindness Principle, David Whitaker

Clear structures and standards with predictable outcomes have the best impact on behaviour.

For example, we will be rigorous in:

- Language - simple and clear expectations reflected in all conversations about behaviour.
- Follow up - ensuring 'certainty' with adults taking responsibility for behaviour interventions, seeking support but never delegating.
- Positive reinforcement - procedures for reinforcing, encouraging and celebrating appropriate behaviour. Children are praised publicly and reprimanded in private.
- Consequences - defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Modelling emotional control and respect - emotional restraint and respect that is modelled and not just taught.
- Routines and expectations for behaviour in class and around the site.

6. Behavioural expectations and recognition

Golden rules

The three golden rules of 'It is our responsibility to be: Safe, Respectful and Ready' are expected, modelled and explicitly taught.

Recognition

We recognise and acknowledge all who keep to the golden rules by our verbal interactions, simple smiles, focus and time. These are not 'rewards' as this is expected from all children but we know that children find this a positive reinforcement of the right choices.

Praise

The use of praise in developing a positive atmosphere in the school cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

"Save your finest performance for when it has most impact: when children do the right thing. Then reward them with your enthusiasm, encouragement, humour, time and attention."

When the Adults Change, Everything Changes: Seismic shifts in school behaviour, Paul Dix

Building self-esteem

Some children whose self-esteem may be low may find 'taking the praise' difficult, particularly in public – staff will find what they would be comfortable with rather than not give it.

Reinforcing self-awareness and self-discipline

Using the 'Excellent Learner' behaviours

Using the Zones of Regulation: 'I can see you are in the green zone'.

Using the language of choice: 'Thank you for making the choice to be safe/ respectful/ready'.

7. Celebrating 'Over and Above'

We recognise and reward learners who go 'over and above' our expected standards. For example, all children are expected to hang up their belongings; to go over and above would be where a child looks after the belongings of others to help keep everyone safe.

Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

Recognition board – used daily

This may have a specific focus of the lesson/day/week. This may be linked to the Excellent Learner strategies or an area targeted for collective improvement for the class.

When a child demonstrates the specified learning attitude/behaviour/expectation, their name is added to the board. All staff working with children can feedback those who deserve 'over and above' recognition to class teachers after their session.

Their name remains on the board and cannot be removed – this achievement cannot be undone by other negative behaviours. Each class works collaboratively and supportively to achieve the aim of everyone having their name on the board.

Note/sticker home - regularly

A simple note or sticker to take home to recognise the individual and give opportunities for others around school /at home to reinforce and praise the child's efforts.

Phoncall/email home - occasionally

Adults taking the time to share achievements in more detail.

For the vast majority of children, for the vast majority of the time, the above will be enough to achieve excellent standards of behaviour, allowing the school aims to be achieved.

8. Pre-empting negative behaviours

We emphasise that the rigorous predictability of approach by staff will pre-empt negative behaviours e.g.

- Meet and greet at the start of the day
- Refer to the golden rules: 'It is our responsibility to be: Safe, Respectful and Ready'
- Model positive behaviours and build relationships
- Share information across the teaching and learning staff to ensure needs are known and strategies are consistent
- Plan lessons/activities that engage, challenge and meet the needs of all learners
- Learning and playtimes are organised and ready for children to participate
- Routines are clear and consistent (e.g. start of the day, tidying away)
- Use the recognition board every day

- Expect and recognise agreed routines:
 - Stop and listen signal
 - Non-verbal prompt e.g. bell/shaker/clapping
 - Adult hand up (with silent countdown from 5)
 - Children expected to support each other to notice and mirror
 - When all have responded, verbal instructions given
 - 'Calm and considerate' walking
 - Use this language
 - On the left, single file, walking, quiet
 - Paying attention
 - "Show me safe, respectful and ready "
 - Explained for the context e.g. on carpet or sat at desk
 - Older children to track the speaker (including peers)

9. Staff response to negative behaviours

When approaching the negative behaviours, all staff will:

- Be calm
- Make a considered choice about when to deal with it (but always follow through)
- Prevent and de-escalate wherever possible before sanctions
- Give 'take up time' when going through the steps
- Follow up every time, retain ownership and engage in reflective dialogue with children
- Never ignore or walk past learners who are not behaving as expected
- Avoid sanctions being applied to a whole group for the actions of individuals
- Separate the behaviour choice from the child themselves – never use language like, 'bad', 'naughty'
- Resist prolonged discussions around behaviour and spend their energy returning learners to their learning

Staff need to be ready to deliver consequences calmly and with care. It is in nobody's interest to confront poor behaviour with anger/frustration.

Staff should:

- Self-regulate as necessary to be able to use a calm voice, facial expression and body language
- Speak in private wherever possible
- Use child's name and make eye contact
- Stand/sit side by side on their level
- Deliver the message
- Walk away to give take up time

We have structured messages at all steps for staff to use to enable them to return to the learning as efficiently as possible, model self-control and give the child opportunity and time to change.

10. Steps in supporting right behaviour choices

Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

It is not possible to leap or accelerate steps for repeated low-level disruption however more serious behaviours may be expedited up the steps (see below).

The swiftness and certainty of response is more effective than escalation of response.

<p>1. Nudge</p> <p><i>Guide the behaviour – known expectation</i></p>	<p>Redirection through gentle encouragement, a 'nudge' in the right direction. Non-verbal wherever possible or minimal language.</p> <p>Example: <i>"Make the (ready/respectful/ safe) choice, thank you."</i></p>
<p>2. Reminder</p> <p><i>Guide the behaviour – more explicit</i></p>	<p>A reminder of the golden rule expectations delivered privately to the child. The adult makes them aware of their behaviour. The child has a choice to do the right thing.</p> <p>Example: <i>"I notice that you're choosing to run inside. This is a reminder that we need to be safe. You now have the chance to make the right choice. Thank you for listening."</i></p>
<p>3. Warning</p> <p><i>Chance to change the behaviour</i></p>	<p>A clear verbal caution delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.</p> <p>Example: <i>"I noticed you chose to ... (state the noticed behaviour). You can choose to (action and negative consequence) or you can choose to (expected behaviour and positive consequence – this is always the second choice). Do you remember when you (model of previous good behaviour)? Think carefully. I know that you can make good choices. Thank you for listening."</i></p>
<p>4. Time to think</p> <p><i>Child needs time/space to regulate</i></p>	<p>When a child needs time/space to re-regulate before they can engage in discussion.</p> <p>Example: <i>"I noticed you chose to ... (state the noticed behaviour). You need to take some time to think ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc) for 3 minutes. I will come and speak to you after that. Thank you for listening."</i></p> <p>Then engage the warning script and is given a final opportunity to show the expected behaviour.</p> <p><u>Note:</u> Children should not be sent to other classrooms for time to think. If outside on the playgrounds, they can be directed to stand with another adult for 2-3 minutes. They do not need to discuss the behaviour and must return to the adult first dealing with the behaviour.</p>

<p>5. Change of Space</p> <p><i>Reducing impact on child and others</i></p>	<p>If the 'Time to think' is unsuccessful, or where a child's behaviour is unsafe and/or impacting the learning/emotional safety of others (e.g. is a serious breach or extreme behaviour - see below)</p> <p>Example: "I noticed you chose to ... (state the noticed behaviour). I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged). I will come and speak to you (say when). Thank you."</p> <p>*DO NOT describe the child's behaviour to other adults in front of the child*</p> <p>If needed, send the class red card with the room name/playground to the office and a staff member 'On Call' will escort the child to a calm space.</p>
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In all of these stages:

If there are comments/secondary behaviours, staff do not react, note them and follow up later in repair meetings

11. Consequences for poor behaviour

Children do need consequences for their actions and to learn this to help them manage greater self-control. Consequences for poor behaviour do need to happen for the change to expected behaviour recognised and reinforced as well as any child affected to understand that there is follow up and it matters.

The aim of consequences are to repair the situation, take responsibility and help prevent further occurrences. They are not to humiliate, punish or shame a child.

Consequences need to be proportionate, achievable and be part of a 'natural response' rather than an abstract 'punishment' e.g.

- Making a mess – x minutes of tidying
- Hurting a child – looking after them (or others if the target is not ready to accept this) until they feel better
- Delaying starting work for 5 minutes – complete the work in break/at home for 5 minutes

If another child has been affected by the behaviour, they may be asked what they would need from the child who did it to repair or fix it with them. This helps the child who is in the wrong understand their impact better and also give a sense of control of the reparation to the child affected.

Children may ask for and offer apologies – we teach them how to apologise sincerely (with body language and recognition of what they did wrong). The person being apologised to does not have to accept the apology.

12. Repair Meetings

Repair meetings are a core part of repairing damage to trust between staff and children or between children. The meeting should take place before the next session, or as soon as is practicable.

Children who are able may be asked to complete a reflection sheet to help guide them through the steps.

If the child does not attend or the reconciliation is unsuccessful, the staff member should call on support from their line manager who will support the repair process.

Simple structure (for earlier developmental/linguistic stages):

- What happened?
- How did this make people feel?
- What could you do to make things right/fix this?
- What should you do next time?
- Conclude: I look forward to seeing you make the right choices.

More advanced structure:

- What happened?
- What was going through your head/which zone were you in at the moment?
- What have you thought/felt since?
- Who has been affected?
- How have they been affected?
- What could you do to make things right/fix this?
- How can we do things differently in the future?
- Conclude: I look forward to seeing the best of you. I trust that you will show that you can make the right choices.

Staff at will take responsibility for leading repair meetings to ensure that children know they are accountable to all adults.

Leaders will support when requested, this is not an attack from all sides for the child but support for both adult and children to repair successfully.

13. Adaptations for younger children or children with additional needs

Our behaviour approach is consistent across the school and classes but has some adaptations to meet the needs of our youngest learners and/or children whose additional needs mean that they are at a developmental or linguistic stage lower than their age.

14. Serious Breach of the Behaviour Policy – Record and report

Occasionally, some children may behave in a way that a serious breach of our policy and may be expedited through our system in order to keep all children safe and able to learn in school.

The school will record all incidents of serious breaches of behaviour on CPOMS and discuss with parents/carers.

Exclusions may occur following repeated serious breaches at the discretion of the Headteacher.

Serious behaviours may include:

- Threatening/intimidating (pupils)
- Threatening/intimidating (staff)
- Show/touch private parts
- Discriminatory language (gender, sexuality, race, religion, heritage)
- Vandalism/graffiti (requiring repair/replace)
- Running away/ around school

- Bringing/sharing prohibited items
- Risk to safety
- Swearing (to intimidate/ threaten)
- Bullying
- Stealing
- Fighting

15. Extreme Behaviours – Record and report

Some children may exhibit particular behaviours that are extreme and unacceptable.

As a school, we recognise that their behaviour is their way of communicating their emotions and/or needs.

Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke 'Positive Behaviour Plans' that detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a child may need to be positively handled if they or another person is unsafe. This will only be used as a last resort.

The school will record all incidents of extreme behaviour on CPOMS and discuss with parents/carers.

Exclusions may occur following extreme incidents at the discretion of the Headteacher.

Examples are:

- Risk of/actual injury to others
- Disruption stops learning
- False accusations against staff
- Attempted or actual assault on staff
- Attempting to leave premises
- Open defiance to staff
- Derogatory to staff
- Refusal to leave/ blocking room

16. Repeat incidences – Behaviour monitoring

Children may have their behaviour monitored by staff to show progress towards agreed targets with involvement from parents/carers. This would usually be low or medium level behaviours.

This would typically take place if an unwanted behaviour has been occurring over no longer than 3 weeks without sufficient improvement after intervention of staff and communication with parents.

This will be reviewed and the cycle can be repeated or escalated.

At Churchfields, we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other children or give fame to those who choose not to meet our high standards of behaviour.

17. First Formal Stage: Review Meetings

Serious behaviour breaches or ongoing choices that risk disruption to a safe, respectful, read environment will require a meeting with the teacher, parent/carer and member of the Senior Leadership Team, recorded on CPOMS, with agreed targets that will be monitored over the course of two weeks.

This will be reviewed and the cycle can be repeated or escalated.

18. Second Formal Stage: Individual support plan

The individual support stage will be implemented where there is a significant or ongoing cause for concern (a significant concern may mean a behaviour goes straight to this stage)

A meeting between teacher(s), child (if appropriate), parents/carers, Senior Leadership Team and any other external agencies that offer support will take place to review the child as a whole e.g.

- progress and achievement
- learning needs
- social relationships and needs
- attendance and punctuality
- attitudes and preferences
- behavioural routines
- personal organisation

Support beyond the classroom should be considered –underlying SEND needs, tiered social emotional and behavioural support, referral to outside agencies.

Every effort will be made to encourage and support a change in the child's behaviour through an action plan with regular reviews.

Both the consequences for the child if not meeting the required action and the positive outcomes for everyone if conduct improves will be set out. This may well include the risk of exclusion.

All of these matters will be confirmed in writing on a 'Positive Behaviour Support Plan', shared with parents/carers and recorded on CPOMS.

19. Alternatives to exclusion

During the process of review with serious breaches and extreme behaviour, alternatives to exclusion should be explored.

Some examples are:

- a longer period out of class/the playground to enable re-set and work on causes of behaviours
- reduced timetable with clear timeframes and review processes
- reduced access to points of risk/contact e.g. lunchtimes

20. Exclusion (Suspension and Expulsion)

Exclusion is an extreme step and is taken in response to an extreme breach or persistent serious breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. A suspension can also be for parts of the school day.

The pupil may be considered to have Special Educational Needs or Disabilities and the procedures for meeting those needs are set out in our SEND policy.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible.

In all instances, what is best for the child and the children in the school will be at the heart of all decisions making processes and are at the discretion of the Headteacher (see [DfE Exclusions Guidance](#)).