

# Bawtry Mayflower Primary School Behaviour Policy

## Rationale

- We want our children to manage their own behaviours.
- We want to forge positive relationships with the children in our care and we recognise that simple acts such as chatting about their interests supports the development of positive relationships.
- We want our children to grow up to be tolerant, caring members of society.
- We want them to understand the needs and viewpoints of others, to empathise and to look out for the needs of other people.
- We want to work closely with parents and carers to ensure that children understand the impact of their behaviours on other people.
- We want to ensure that our proactive and reactive approaches towards maintaining good behaviour are consistent while accepting that individuals may need special consideration.

In this school we teach our children how to behave by what we do, what we stop, what we ignore and what we reinforce.

## Our rules:

- Be kind
- Be respectful
- Work hard

## These rules support our learning Powers:



## How we model our rules:

- We speak kindly and respectfully to children and we demand that children speak politely and respectfully to all adults and to each other.
- We give first attention to those doing the right thing.
- We demonstrate “botherdness” (Hewel Roberts) through the daily acts of kindness and interest we show in the children and their lives.
- We meet and greet the children at the start of every session.
- We collect each class from assemblies and the playground on time.
- Through specific routines which are consistently followed.

**Consistency is key:**

Children learn very quickly that certain behaviours get attention. Children also, very quickly learn to play adults against each other and they latch onto inconsistencies in the way adults deal with them.

Lack of consistency causes children to feel confused - if the same behaviours result in different reactions from adults, children do not understand what is happening.

Consistency enables children to feel safe. They learn that their choices have a predictable outcome and, by all adults behaving in the same way, children learn what is acceptable and unacceptable.

At Bawtry Mayflower we have consistency in terms of:

- Adult behaviours
- Expectations
- Routines which all adults follow to ensure children are secure about our expectations.
- Application of rules and how they are applied within classes and across school.
- Application of rewards and sanctions

**Our consistencies:**

- First attention to best behaviour - giving specific behaviour related praise
- Rewarding over and above behaviour by placing children's names on the recognition board
- Our Stop signal
- Magnet eyes
- How children line up, get changed for PE, move in and around school.
- Always dealing with behaviours which break our rules through scripted and planned responses and restorative conversations.

**Roles and responsibilities****Children:**

- Children are expected, with our support, to understand and respect the behaviour expectations shared across school. They are encouraged to manage their own behaviour positively and make the right choices in accordance to the whole school rules.
- Children are responsible for their own behaviour both inside school and out in the wider community.

**Parents/Carers:**

Parents/Carers are expected to:

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

**Staff:**

- Staff know and understand the distinct needs of children as individuals and accept that there are instances where challenging experiences from home or the community can lead to negative behaviours in school. Staff will take these individual needs into account while working within the expectations of this policy; however, children must always be held accountable for their behavior.
- All staff in school have a responsibility for ensuring that their behaviours, expectations and application of rules, rewards and sanctions are in line with school policy. They also have a responsibility to support their colleagues to ensure that day to day practice reflects policy.
- All staff deal must deal with poor behaviour. Passing on responsibility for dealing with poor behaviour undermines adult authority and prevents class teachers/ TAs/lunchtime staff from having the opportunity to follow up effectively.
- All staff must manage inappropriate and angry behaviour in a predictable way.
- All staff recognise the fight or flight syndrome which can impact on children's behaviours and behave in a way which avoids confrontation through diversion, distraction or redirection.

**Governors**

- The governors are responsible for reviewing and approving the written statement of behaviour principles (appendix 1).
- The governors will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

**Our Approach****Rewards**

We will support our children to choose the right behaviours through the following rewards:

- Verbal praise
- Sharing best work/effort with other adults in school
- Name on the recognition board
- Shared with parents via recognition board post cards/ positive note (or part of).

**How we deal with behavior which falls below our expectations:**

- All staff will deal with unacceptable behaviour
- We deal with behaviour incidents immediately – “What works is the immediacy of the response not the weight of the punishment” (Dix p23)
- We respond to all behaviours in a calm manner
- We use agreed scripts e.g. 30 second conversation (appendix 2)
- Where a sanction is deemed necessary, it will be in line with the whole school agreement.
- Restorative conversations will be used as a means of a child understanding the impact of their behaviour on themselves and others.

**Targeted approaches to meet the needs of individuals:**

We recognise that our whole school system for supporting and maintaining positive behaviours may not meet the needs of all pupils. Specific approaches include:

- A behaviour chart may be used by class teachers at any point at staff discretion. These must report against specific behaviour targets e.g. paid attention, worked hard.
- A child may be sent to another class for a short period of time at teacher discretion.
- Seeking support from other staff members regarding approaches used and a strategy to adopt.
- Positive phone calls home.
- Referral to the LA behaviour support team.
- Referral to outside agencies for support where behaviour may be linked to a difficulty or disability

At Bawtry Mayflower, we recognise our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The school's SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

**Sanctions:**

<b>Behaviours</b>	<b>Adult response/ Sanctions</b>
Talking when adults are talking Shouting out Not responding to the stop sign	<ul style="list-style-type: none"> <li>• Initial reminder about the behavior we expect here.</li> <li>• 30 second conversation followed by short restorative conversation at breaktime</li> </ul>
Name calling Huffing puffing Eye rolling Sulking Refusing to follow instructions	<ul style="list-style-type: none"> <li>• 30 second conversation followed by short restorative conversation at breaktime</li> <li>• Missing 5-10mins breaktime <b>if behaviour is repeated</b></li> </ul> <p>If this behaviour continues, children may be moved to another class temporarily, recorded on CPOMS and parents will be contacted.</p> <p>If these behaviours happen at lunchtime or break time and the behavior is repeated, the child will spend break walking round with an adult.</p>
Rough Play	<ul style="list-style-type: none"> <li>• 30 second conversation followed by short restorative conversation during breaktime</li> <li>• If these behaviours continue during the same break, the child will spend break walking round with an adult.</li> </ul> <p>If this behaviour continues it will be recorded on CPOMS and parents will be contacted.</p>
Refusing to do work	<ul style="list-style-type: none"> <li>• 30 second conversation followed by short restorative conversation during breaktime</li> <li>• Missing 5-10mins breaktime if behaviour is repeated</li> <li>• Work sent home - accompanied by the letter for parents which must be signed and returned to school the following day.</li> </ul> <p>Note: If work is not returned from home, contact the school office who will contact parents. If it is still not returned, work must be completed in breaktime.</p> <p>This behaviour will be recorded on CPOMS.</p>
Lashing out Fighting Inappropriate verbal abuse/language/comments to staff or children	<ul style="list-style-type: none"> <li>• 30 second conversation</li> <li>• Missing breaktimes for the equivalent of a whole day</li> <li>• Restorative conversation alongside another member of staff</li> <li>• CPOMS record</li> <li>• Class teachers to contact parents</li> </ul> <p>If repeated incidents, no after school clubs, no school visits, no residential visits, no discos.</p> <p>Deliberate, premeditated and serious incidents may lead to exclusion</p>
Purposely damaging property	Repeated or serious incidents may lead to exclusion
Physical abuse of staff/malicious allegations against staff	Exclusion
Bringing/having offensive materials/weapons on school grounds	Exclusion

### **Outside in the wider community**

Children must represent the school in a positive manner, particularly if dressed in the school uniform. School have a duty to investigate misbehaviour of our children outside school (including notifying the police) when reported to school. Complaints from members of the public about poor behaviour by children of the school will be taken very seriously and will be fully investigated. Sanctions will be applied in line with school policy.

### **Use of reasonable force**

Most members of school staff are trained in Team Teach. Team teach is a term used to describe a broad spectrum of risk reduction strategies and is a holistic approach. It involves personal behaviour, diversion, diffusion and de-escalation.

Very occasionally within our school setting, it may be necessary for staff trained in Team Teach to restrain a child to help de-escalate a situation. Staff who restrain a child will only ever do so if it is reasonable, necessary and proportionate and only those who are Team-Teach trained will do this. This is a last resort and is not an alternative to other strategies but will be used in conjunction with them.

### **Personalised timetables**

All teaching and non-teaching staff have responsibility for the care of children who are struggling to access learning. We recognise; however, that even when the curriculum is reasonably adapted in line with best teaching and learning practice and the young person is appropriately supported within our usual systems, there may be occasions when they will still struggle to access full time education. In these instances, the Headteacher may consider that a personalised timetable is an appropriate means of supporting the young person up until the point when they are better able to access full time education. Examples of when this is appropriate may include:

- At transition points – into or between settings, following fixed term exclusions.
- When the child or young person has repeated or prolonged episodes of crisis.
- When a risk assessment shows that their behaviour poses a significant health and safety risk to themselves, other children or staff which cannot be reasonably managed within the usual school day.
- When their behaviour causes repeated and significant disruption to the education of other children.

If the Head teacher considers a personalised timetable is appropriate, a clear plan for this will be completed and shared with parents/carers. The aim of a personalised timetable will always be to support the young person so that they can return to full time education as soon as possible. The duration will, however, depend on the needs of the individual.

### **NOTE:**

**School reserves the right to deal with one off or serious incidents/breaches of the behaviour policy in ways that they see fit.**

**We reserve the right not to take children on educational visits, including residential visits, if we feel their behaviour may constitute a risk to their own safety, the safety of others and the wellbeing of the staff involved.**

**This policy links closely to:**

- **The E-safety policy- Incidents of e-safety that result in concerns regarding the well-being of children in school will be dealt with as individual incidents.**
- **The anti- bullying policy – details of our school’s approach to preventing and addressing bullying are set out**
- **The Exclusions Policy**

## **Policy Development**

***This policy has been developed in line with the EEF “Improving behaviour in schools guidance report” published 2019.***

It is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on:

- The [special educational needs and disability \(SEND\) code of practice.](#)
- Section 175 of the [Education Act 2002](#), which outlines a school’s duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property

## **Monitoring and Evaluation**

This policy and its implementation will be monitored and evaluated using the following methods:

- Regular checks against the learning from EEF publications: Improving behaviour in schools guidance report” and “Metacognition and self regulated learning”
- CPOMS reports
- Consistency checklist
- Weekly sharing of those who are on the recognition board and those requiring extra intervention

## **Appendix 1- Behaviour statement**

- **Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others**
- **All children, staff and visitors are free from any form of discrimination**
- **Staff, volunteers and parents set an excellent example to children at all times**
- **Rewards and sanctions are used consistently by staff, in line with the behaviour policy**
- **The behaviour policy is understood by children and staff**
- **The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions**
- **Children are helped to take responsibility for their actions**
- **Families are involved in behaviour incidents to foster good relationships between the school and children's home life**

The governing board also emphasises that violence, threatening behaviour or having offensive materials or weapons in school will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the governing body annually.



## Appendix 2- scripted conversations

### **The 30 second script (this conversation happens quietly next to the child):**

- I noticed you are... (having trouble getting started/struggling to get going/wandering around the classroom/using bad language/answering back)?
- It was the rule about... (being kind/being respectful/working hard) that you have broken.
- **If behaviour is repeated** -You have chosen to ... (move to the back of the line/ do your work at home/miss your breaktime/have your parents contacted)
- Do you remember last week when you... (got on with your work and did that fantastic writing/chose to line up smartly/were really kind to )?)
- *That* is who I want to see today...
- Thank you for listening.

#### ***Walk away***

The script must be performed quietly, next to the child and without emotion. Your tone must be reassuringly consistent with body language. It must be performed with dull, formal predictability. You shouldn't engage in conversation.

### **Restorative Conversations: The Restorative Five (DIX 2017)**

Five questions is enough. Two may be more appropriate for younger/some children. Choose your questions from the menu below. Support can be offered in terms of scaling – on a scale of 1-10 how angry were you?

#### **1. What happened?**

Listen carefully and avoid the temptation to interrupt or disagree.

Give your account from your perspective without judgement.

#### **2. What were you thinking at the time?**

This allows the child to reflect and reconsider their actions. This may help the child to see that their thinking sent them off on a path of making wrong choices.

#### **3. What have you thought since then?**

This opens doors that might allow the child a change of attitude. They may need support to identify thoughts and feelings.

#### **4. How did this make people feel?**

This ensures children see a link between their behaviour and the feelings of others.

#### **5. Who has been affected?**

May need encouragement to see that others apart from themselves have been affected. At this point we are teaching them to use their conscience.

#### **6. How have they been affected?**

Children may need to be deliberately encouraged to have empathy for others.

#### **7. What should we do to put things right?**

Resist the urge to guide the answer towards an apology. If an apology is made in a grudging manner, accept with enthusiasm?

### **8. How can we do things differently in the future?**

Support the child to visualize a similar situation in the future and how they might react.

#### **Reminders for staff:**

- Adults should give first attention to those doing the right thing
- When visiting other classrooms, give focus to those children with names on the recognition board.
- All classes must have a recognition board for over and above behaviour
- All classes should display the school rules
- Adults to greet the children at the classroom door for every session.
- All classes should be collected from assembly and the playground by an adult
- All classes should be escorted to lunch/assembly/in from break
- There must be consequences for behaviour
- Adults must follow the script when dealing with behaviour incidents.
- Adults should deal with all incidents of behaviour themselves.
- School leaders will always support staff with managing behaviour. This will be on a day to day basis and through ongoing training.
- Change takes time – we need to support one another.

