

Behaviour Management Policy

All staff at our School are committed to the development of positive relationships and a happy, caring environment. We encourage the highest standards of behaviour to create the best possible opportunities for learning and for personal, social and emotional development. This policy expands upon, in practice, the 'Statement of Behaviour Principles' set by the governing body.

Aims:

- To maintain a calm, purposeful and happy atmosphere within the school
- To foster positive caring attitudes which value and celebrate individuals' efforts and achievements.
- To raise awareness of appropriate behaviour through making boundaries of acceptable behaviour clear, taking account of pupils' maturity and additional needs.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility and successfully manage his/her own behaviour, regulation and emotions
- To have a consistent approach to behaviour management throughout the school.
- To help pupils staff and parents work in partnership with a sense of direction and feeling of common purpose in responding to behaviour and the maintenance of a positive ethos

Values:

We have adopted the values of: '**We respect, We care, We do our best.**' These expectations apply to all situations; they will be discussed and understood in class in an age-appropriate way. They will be revisited regularly. Individuals or groups who need more prescriptive directions will have additional support and guidance.

Emotional Management and Support – Zones of Regulation

This behaviour management policy is a part of our wider work on Personal Development. This is rooted in our values, our RESPECT skills, and in our efforts to help pupils to regulate and manage their emotions. We recognise that when children are emotionally secure and well-regulated, their behaviour tends to be better, and they are able to flourish.

For this reason, we have adopted 'Zones of Regulation' as a tool to support children's wellbeing. Whilst not specifically about managing behaviour, this approach helps to anticipate potential issues and reduces these, by supporting pupils before things become overwhelming or they become dysregulated. For further information, see our Personal Development section on the website.

Responsibilities

Children's responsibilities are:

- To understand and follow the behaviour expectations in school
- Work to the best of their abilities, and allow others to do the same
- To positively encourage others, treating them with respect and fairness
- To follow the instructions of school staff
- To take care of the property and environment of our school
- To co-operate with other children and adults.

Staff responsibilities are:

- To treat all children fairly and with respect
- To raise children's self-esteem and develop their expectations through a positive, open mindset which does not limit potential
- To teach and reinforce expectations continuously in class and around school
- To provide a challenging, interesting and relevant curriculum
- To create a safe, pleasant and stimulating environment, physically and emotionally
- To use expectations and sanctions clearly and consistently

- To be a good role model
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- To recognise that each pupil is an individual so that we work to meet their individual needs
- To use a range of skills and strategies to engage pupils and to redirect and defuse situations

Parents' responsibilities are:

- To make children aware of appropriate behaviour and its importance in school.
- To be aware of the school rules and behaviour expectations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To support the staff and school in the implementation of this policy

The Role and Responsibilities of the Governing Body:

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines however the headteacher has the day-to-day authority to implement the school's behaviour policy.

Praise and Rewards

- Spoken praise
- Special privileges
- Individual, group or class rewards (e.g. Gold Points) Certificates and stickers
- Receiving awards in "WOW" assemblies
- Specific praise to parents
- Earning 'lost' time back where appropriate

Consequences

- A 'look' / non-verbal cue
- A polite reminder of what is expected
- A spoken warning of consequence and redirection
- A second warning and consequences delivered which might include:
 - o Removal from the group within the class
 - o Loss of minutes off break/lunch play
 - o Loss of golden time or other privileges
- Persistent mis-behaviour has further consequences:
 - o Removal from the classroom for the rest of the lesson
 - o Removal from the classroom for the rest of the morning or afternoon session
 - o Time spent in our calm-down room to re-regulate / become safe.
 - o Referral to senior staff / Headteacher
 - o Contact with parents
 - o Use of a behaviour log to monitor
 - o Creation of an Individual Behaviour Plan
 - o Possible involvement of outside agencies
 - o Suspension or permanent exclusion (severe cases)

Consequences at lunch time:

- o A polite reminder of expectations to redirect positively
- o Second reminder and warning of time out with a duty adult for a short period of time.
- o Deliver consequence: to stand with the duty adult for given time
- o Asked to leave the playground and be referred to teacher/senior staff.

The Use of Restorative practices:

In responding to incidents of conflict or serious unacceptable behaviour staff may use the principles of restorative practice to lead a review of what happened, reconcile and redirect children to improve future behaviour. The outcome may be to agree consequences. The following protocol and series of questions offer a basis for a consistent approach. At the end of the process the participants should be asked if they have been dealt with fairly and asked if they have anything else they would like to say.

1. Restorative questions as prompts for responding to the alleged perpetrator:

- What happened?
- What were you thinking about at the time?
- What have been your thoughts since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

2. Restorative questions as prompts for responding to those allegedly wronged:

- What happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?

Dealing with More Difficult Behaviour

- For children who are not showing a positive response to our school expectations and consequences a more personalised approach is needed backed up by detailed record keeping of incidents and/or an Individual Behaviour Plan.
- Additional staffing may be used to support better outcomes in class and/or break times.
- In consultation with parents, referral to outside agencies such as SEND Hub SEMH, EP, CAMHS, Compass, Emotional resilience team will be made.
- Staff will deploy a range of engagement strategies; de-escalation and distraction to manage situations of challenge; this may include lifting or moving a pupil to safety or ensuring they remain in a safe location. If necessary, more formal Restrictive Physical Intervention (RPI) practices (e.g. wraps/ holds / escorts) will be used to ensure safety and good order (see policy).

Vulnerable Pupils, Pastoral Care, Emotion Coaching

We recognise that many of our pupils have complex lives and needs, and that, at times, a degree of flexibility needs to be built into our approach to behaviour management to accommodate these. This is particularly the case for those children with SEND and SEMH, but also for those who are vulnerable due to other factors, such as parental deployment, attachment issues, transition, or trauma. In these circumstances, some allowances will be made within this policy; however staff, and, ultimately, headteacher judgement is final upon these accommodations. Even in the midst of difficult times and managing SEND, children still need to understand that actions have consequences, and the removal of all 'boundaries' is actually more disorientating and distressing for vulnerable children than consistency and clarity.

For vulnerable pupils, and, indeed, all pupils, pastoral care is prioritised. This starts in the classroom, through the use of emotion coaching techniques and approaches (including Zones of Regulation), but also includes the work of the other pastoral support staff, and specific interventions. In addition, a "nurture approach" may be adopted for a period, to 'resettle' and support vulnerable children (e.g. use of Thrive programme / Nurture Room and support of outside agencies such as EP advice, SEND hub etc.).

Early Years

The same aims, responsibilities, and general rules underpin the Early Years as well as KS1 and KS2. EY children also share playground and dinnertime expectations with the rest of the school. EY has rewards and consequences which reflect the same practice and ethos as the rest of the school however events are reviewed in light of each child's individual development; timeout (thinking time) is used when required.

Suspension and permanent exclusions

Only the headteacher has the authority to exclude a pupil from school; NYC guidelines will be followed. This is to be used as a last resort. The headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert suspension into a permanent exclusion if the circumstances warrant this.

If the headteacher excludes a pupil he/she informs the parents immediately, giving reasons for this. At the same time the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body.

The headteacher informs the LA and the governing body about any permanent exclusion and about any suspensions beyond five days in any one term. The governing body itself cannot exclude a pupil or extend the exclusion period. The governing body will convene an exclusion / discipline committee, which considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider suspension / exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and whether the pupil should be reinstated.

If the governors' appeals panel decided that a pupil should be reinstated, the headteacher must comply with this ruling.

Monitoring

The headteacher monitors the effectiveness of this policy. SEN and Vulnerable pupils are tracked daily through the online management system (CPOMs). The Headteacher reports to the governing body and will recommend any future improvements to this policy.

The headteacher keeps a record of any pupil who is suspended for a fixed-term or permanently excluded, reporting this to the governing body and LA. It is the responsibility of the governing body (through the Headteacher) to monitor the rate of suspensions and exclusions, and ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier if the Government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

See also:

- Statement of Behaviour Principles
- Restrictive Physical Intervention (RPI) policy
- School Exclusion policy

Appendix A – Coronavirus Behaviour Adaptations

For the duration of the COVID-19 Pandemic, the following are to be considered as additional rules within the Behaviour policy, to which sanctions will be applied if necessary:

- following any altered routines for arrival or departure
- following school instructions on hygiene, such as handwashing and sanitising
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus
- rules about sharing any equipment or other items including drinking bottles
- amended expectations about breaks or play times, including where children may or may not play
- use of toilets
- clear rules about coughing or spitting at or towards any other person – strictly unacceptable and may result in fixed term exclusion if repeated and deliberate
- understanding that outbursts such as shouting and screaming will be sanctioned more seriously as these constitute increased risk of infection
- clear rules for pupils at home about conduct in relation to remote education
- attendance is to be compulsory unless specific health guidance to the contrary is issued – any issues to be raised with headteacher

Sanctions according to the above policy may be put in place for any pupil not following rules / procedures as laid out above or directly to them.

Further guidance may be found [here](#).