# Behaviour Policy

## Our Vision

**'Inspiring excellence to create, discover and succeed together'**

## Our Values

We strongly believe in the power of the values of **Respect, Community, Individuality and Aspiration.**

Our children learn about these values and are encouraged to demonstrate them in all that we do.

We recognise and celebrate these values throughout our school environment, curriculum and activities.

**Drafted and Ratified:**
**Reviewed:**
**Next Review Date:**

## Principles

Great Smeaton Primary School is committed to creating a respectful 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. Our behaviour policy guides staff to teach self-discipline, not blind compliance. Pupils have a right to be happy and our policy has the following values at its heart: compassion, courage, community.

This policy was written with reference to:
DfE Behaviour in Schools Advice for headteachers and school staff July 2022
DfE Searching, Screening and Confiscation Advice to Schools July 2022
EEF Improving Behaviour in Schools Report October 2021

## Aims

Our behaviour policy aims to:

- Celebrate and reward positive behaviour
- Teach pupils to make appropriate and responsible choices regarding their behaviour
- Teach pupils about the values of respect, compassion, courage and community
- Support the development of pupils' debating skills and develop their ability to understand and appreciate the viewpoints of others
- Encourage pupils to become 'self-disciplined'
- Encourage and acknowledge individual uniqueness, achievement and progress both inside and outside of school
- Support the school's vision to develop pupils' sense of community and respect for one another
- Support pupils to be respectful, independent, resilient and to develop their skills and attitudes towards learning
- Provide clear guidance for governors, staff, parents and pupils to understand and follow
- Promote fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

## Our Rules

We set three expectations/rules for the children at Great Smeaton Primary School: Be…

- Ready
- Respectful
- Safe

These are displayed around the school and in classrooms and, if needed, children are reminded of these expectations to support them in making the right choice.

## Our Curriculum

Positive behaviour and relationships reflect the ethos of our school, readiness to learn and respect for others and our environment. Positive behaviour and relationships are taught to all pupils through the PSHE curriculum. Emotional Coaching (See Appendix 2) is used to help children understand their emotions and the impact their behaviour has on learning and relationships. This helps to promote a sense of wellbeing. Emotional coaching is used to support children in dealing with issues and any problems that may arise.

## Rationale

All school staff use a consistent attachment-based approach where relationships are central. All staff act as secondary care givers and recognise that children communicate their needs via their behaviour. Every adult in our school is encouraged to look beyond behaviour, and to be curious about children's needs. We recognise that children need support to be emotionally regulated and cope in everyday social situations and in more challenging interactions (see Appendix 4).

In our school, all children are offered compassion and co-operative learning with a caring, supportive adult. No child is ever intentionally shamed, all children are regarded with respect and adults believe in their innate goodness and desire to play and learn.

All staff understand the foundation stones of supporting social and emotional development:

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| Basic physiological and emotional needs (Maslow's Hierarchy) must be met before a child feels safe | Particularly vulnerable children (e.g. SEN/LAC) may not behave in line with chronological age and observed | If children have no other option, they will quickly move into flight, freeze or flop mode, and this is the only option available to | Adult communication with children is key to raising self-esteem. |

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| enough to relax, play and learn. | behaviour indicates the child's developmental stage. | them in this moment. | |
| Prosocial behaviour and emotional regulation need to be explicitly taught across school | All staff need to consistently demonstrate that they care and can be trusted. | Children are best supported through strong staff & parent connections. | ALL children are vulnerable and a distinction is made between 'vulnerable' and 'particularly vulnerable'. |
| All staff need to be well regulated as raised voices, angry faces and body language create fear and stress. | Strategies and skills to manage behaviour take time and effort to learn – small successes need to be celebrated. | Acknowledging and taking responsibility for actions can only be done when we are in a calm state, whatever our age. | Children may not be able to read social cues or deal with strong emotions without adult support. |
| Our relationships with children involve an unequal distribution of power and responsibility, and therefore, the adult is responsible for connection, attunement, boundaries and navigation. | When a pupil has maladaptive ('challenging') reactions, the cause of the problem does not lie with the pupil, but is a product of the interaction between the adult and child. | Regardless of causal factors, the adult's responsibility is to create an optimal learning environment for every child. | Building a safe environment, where adults are in charge and take full responsibility, ensures children are free from the burden of having to keep themselves physically and emotionally safe. |

## Rewarding Positive Behaviour

The school environment is a positive place where pupils feel valued and respected by staff. This positive ethos supports good behaviour, and wherever possible, staff provide positive affirmation for good behaviour. Where extrinsic rewards are used, they are consistent, age appropriate, valued and inclusive for all children to benefit from. Positive behaviour and hard work is an expectation of this school. To support this, the school has the following systems to reward pupils for their behaviour in school.

## Weekly Rewards

Monday Celebration Assembly

- Every Monday, the whole school comes together to celebrate the achievements of pupils. At the end of each term, the school hosts a Family assembly where family members are invited into school to join in with the celebrations.
- Pupils are selected each week for their contributions to our school linked to our Vision and Values. Their achievements are shared with the whole school community via the school's newsletter.
- Celebration Assembly is also a time to celebrate wider achievements, including in extra-curricular clubs, through pupil leadership roles and achievements outside of school.

Headteacher's Award

- When a child has achieved 'above and beyond' either in their learning or behaviour, they visit the headteacher's office to receive a headteacher's award.

Attendance Award

- Each week, all children who have attended school for 100% of the week are added into a prize draw.

Positive affirmation

- Pupils will be verbally and publicly praised for their good behaviour, hard work and 'living out' the vision and values of the school.
- Positive messages will be shared with parents in person at the end of the school day, via phone call or by sending postcards to celebrate achievements.

## Transition

We recognise that transition between years and key stages can present challenges for many of our pupils. We endeavour to support all children by operating a robust handover procedure between staff and giving children opportunities to visit and experience their new setting. For those children who will find this change particularly difficult, we provide additional support through an increased number of visits, receiving staff going to see children in their current classes and considering the movement of staff with children. Visual support may be provided, such as photographs of the new classroom or new members of staff. Parents and carers are invited to work with school in these transition arrangements.

## Consequences

Occasionally, there may need to be consequences for poor behaviour choices. Staff will always attempt to deal with behaviour issues in a positive manner and will use 'positive redirection' in the first instance providing opportunities to turn situations around, put things right that have gone wrong, reflect on actions and show forgiveness.

However, sometimes it is necessary for staff to follow the school's behaviour guidelines. Every situation will be handled with calmness, connection, curiosity and co-operation to enable compassionate learning and the building of empathy and esteem for themselves and others.

In the instance of low-level disruption, the following steps will be taken by staff:

- **Step 1**: Redirection, gentle encouragement, a 'nudge' in the right direction.
- **Step 2**: Verbal warning – staff will deliver a firm, clear verbal warning in private, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.
- **Step 3**: Thinking Time – staff will administer a set amount of time in class where the pupil will be given up to 10 minutes (depending on the age of the pupil and nature of behaviour) to 'think' about their actions and how they will behave when they return to their seat.
- **Step 4**: Missing part of playtime- where a child has continued with low-level disruption, they will miss part of their playtime to reflect with an adult on their choices. They will always access some physical activity, either through accessing the rest of playtime or an individual session outside.
- **Step 5**: Restorative Conversation – the unacceptable behaviour is made clear and which expectation it contradicts. Consequences of their actions are shared and previous good behaviour is highlighted as a model for the expected behaviour. Written Reflection completed (See Appendix 1)

## Instant sanction

In the following situations, pupils will have thinking time or miss all or part of playtime, followed by a discussion with a member of the school's senior leadership team. These incidents may also result in an internal exclusion (working separately from the class group) until the child's behaviour is safe and respectful. When the child is regulated and ready, a written reflection will be completed. This may be written by the child or an adult may assist as a scribe for the child where appropriate.

- Defiant behaviour (refusal to act upon instructions delivered by staff)
- Foul and/or abusive language
- Unwanted physical contact
- Racist, xenophobic, homophobic, discriminatory, threatening behaviour, (including against those with disabilities /medical conditions), hurtful actions or comments, child on child abuse
- Damage to school, staff or another pupil's property

Parents will be informed verbally and/or by letter depending on the nature of the behaviour. Pupils will always be given the opportunity to apologise to any affected parties as soon after the event as possible. In these instances, it may be that the parents of any affected parties are informed also.

All staff in school are de-escalation trained and some staff are Team Teach trained. All trained staff can use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property. On rare occasions, restrictive physical intervention may be needed and two members of trained staff will lead the process. Any incidents of physical intervention will be recorded. The use of restrictive physical intervention will only occur when all possible options for providing the pupil with time/space to regain self-control have been exhausted. The parents/carers of the pupil will be informed.

## Contributing Factors

Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

## Additional support

Different factors may cause a pupil to need additional support and provision to help to improve and/or sustain positive behaviour. The following highlights the types of support that will be provide for pupils with contributing factors.

**Stage 1 support**

- Meet and greet
- Check in and check out
- Visual timetable
- Adjusted seating arrangements
- Brain/movement/rest breaks
- Transition support
- Regulation area with calming activities
- Access to a 'safe space'
- Restorative incident questions

**Stage 1 provision**

- Ear defenders
- Wobble cushion
- Workstation/barrier
- Timers
- 'Help' request 'visuals'
- Weighted resources
- Now and next visuals
- Fidget toys
- Chewelry

- Personalised visual timetable
- Theraband

**Stage 2 individual/small group intervention**

- Drawing and Talking
- Lego therapy
- Small group social skills
- Small group anger management
- Transition

**Stage 3 personalised**

- Crisis curve
- Worry book/box
- Sensory box
- Access to sensory room
- Individual behaviour rewards
- Social stories
- Sensory activities
- Workspace/station
- Additional adult support
- Scripted conversations
- Formal behaviour monitoring eg report/behaviour contract
- Personalised timetable
- Bespoke interventions
- Internal personalised provision
- Off-site provision

**Outside Agency Support (referrals and informal advice)**

- Early Help
- Harbour
- Child and Adolescent and Mental Health Service (CAMHS)
- CAMHS Neurodevelopmental Pathway
- Emotional Resilience Nurse
- Mental Health Support team
- Educational Psychology

## Safeguarding

Consideration will be given to whether the child's behaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm and if so staff will make links to the safeguarding and child protection procedures.

## SEND

Reasonable adjustments may be made for pupils with special educational needs and disabilities, particularly those with a diagnosis and/or an education and health care plan. For these pupils, 'specific' behaviour programmes and 'strategies' may be adopted depending on the needs of the child. The SENCo will work with professionals, the family and the pupils to establish an appropriate behaviour plan.

## Persistent challenging or disruptive behaviour

In cases where low-level challenging or disruptive behaviour continues and/or there are a number of instant sanctions being administered, parents will be invited into school to discuss the matter and a personalised plan of action will be put in place to support a positive resolution.

## Child on Child Abuse including Bullying

Child on child abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying

There is no legal definition of bullying. However, it is usually defined as behaviour that is:
*Repeated, intended to hurt someone either physically or emotionally and can be aimed at certain groups, eg because of race, religion, gender or sexual orientation, medical conditions or physical disabilities. It takes many forms and can include: physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger).*

The school's definition of bullying concurs with this.

In any situation where the school believes that a child's behaviour matches the school's definition of Child on Child Abuse including bullying, the following steps will be taken:

- The Executive Headteacher and the class teacher will meet with all pupils involved and compile a full written report of events.
- The report will focus on the actions of the individual/s and the distress that this has caused to the victim.
- Parents and pupils will be asked to engage in discussion with the school.
- If the school continues to believe that Child on Child abuse including bullying has taken place, a clear and definitive message will be provided to the pupil/s and parents that 'Child on Child abuse including bullying is not tolerated' and

this behaviour must cease immediately otherwise further action may be taken.
- This will be followed up by a formal letter.
- The situation will be closely monitored and reviewed.
- In-school and external support and advice will be offered to all parties throughout the process.
- The school is required to report instances of Child on Child Abuse/Bullying to the Local Authority however, no personal information will be stored or communicated.

Please refer to the school's Child on Child Abuse/Anti-Bullying policy for further information.

## Screening and Searching of Pupils

1. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.
2. Headteachers, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 3 or any other item that the school rules identify as an item that may be searched for.
3. Prohibited items:
- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used:
    - to commit an offence, or
    - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
    - tobacco and cigarette papers
    - Fireworks, and
    - pornographic images.

4. Under common law, school staff have the power to search a pupil for *any* item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search

for a prohibited item listed in paragraph 3 that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

## Conduct Outside the School Premises, Including Online Conduct

Schools might sanction pupils for misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil or
- that could adversely affect the reputation of the school

We may need to respond to non-criminal poor behaviour and bullying that occurs off the school premises or online and which is witnessed by a staff member or reported to the school. Actions taken will be proportionate and appropriate to the circumstances and we will work with the Local Authority in such situations (DfE Behaviour in Schools September 2022).

## Suspension/Exclusion

As a final and last resort and when all other elements of the behaviour policy have been exhausted or in extreme circumstances, the Executive Headteacher may make the decision to suspend or exclude a pupil. Please see school Suspension/Exclusion Policy.

## Role of the School Staff

School staff will lead by example and implement the school behaviour policy fully, with confidence using their professional judgement. They will record incidents on CPOMs immediately and report directly to the class teacher or Head Teacher. It is essential that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping children safe in education (KCSIE). KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn.

New staff will be provided with the school's behaviour policy upon induction. All staff will have regular behaviour management training.

Behaviour management will be an important part of professional development for ECTs. Training will be provided for staff through INSET and staff meetings. All staff are encouraged to speak to a member of SLT, which includes our SENDCO, if they require advice or support with behaviour management. Training this year will include Positive Handling (Team Teach), Restorative Practice, Adverse Childhood

Experiences and De-escalation Techniques. Further training will be arranged if staff express a need for this or if SLT feel it is appropriate.

Role of the Executive Headteacher and Local Governing Board
Mrs Rebecca Wallace (Executive Headteacher), is the lead member of staff with the responsibility for behaviour.
The Executive Headteacher is to ensure that pupils and staff comply with the behaviour policy agreed by the local governing board.
The local governing board is to ensure that the school's behaviour policy is successfully implemented by the Head Teacher.

## Role of the Parents/Guardians

To support the school's behaviour policy.
To support the school's expectations of appropriate and respectful behaviour of pupils using the school grounds at all times.

## Allegations against Staff

Where an allegation is made against a member of staff, or an adult in school, we will use the document KCSIE (Keeping Children Safe in Education 2023) to manage this process. We recognise that we have a duty of care to the adult and will offer appropriate welfare support at such a time and we recognise the sensitivity of the situation. If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the case manager should consider whether the child and/or the person who has made the allegation needs help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to local authority children's social care may be appropriate. If an allegation is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual w ho made it as per our behaviour policy.

## Monitoring

The implementation of this policy will be monitored by the Executive Headteacher and the local governing body. This will include:

- behaviour incident data, including on removal from the classroom
- attendance, permanent exclusion and suspension data

The policy will be reviewed every year with the Child on Child Abuse/ Anti-Bullying Policy.

**Name:** _____ **Year:** _____ **Date:** _____

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| What behaviour do I need to reflect on? |
| What made me behave the way I did? How was I feeling? |
| What was wrong about the way I behaved? How do I feel about the way I behaved now? |
| Did I make the right choice? Who has been affected by the way I behaved? |
| What would have been a better choice to make? What could I have done differently? |

Signature pupil: _____ Signature staff: _____

*STAFF REMINDER: Please ensure that parents/carers are informed of the details of the incident and that their child completed a reflection sheet. This should be done on the day of the incident.*

Appendix 2

## Emotional Coaching

Emotions are new and sometimes overwhelming for young children. They need adults to teach them how to handle their emotions in a healthy way.

The best time to teach children about emotions is during the experience when the feelings are real. This means sharing the moment of feeling sad or feeling angry with a child before those feelings grow to a high level. Talking about feelings helps reduce their intensity. 'Talking it out when you are upset' teaches children that issues can be handled when they are small, which is a key problem-solving strategy. If children can learn this skill when they are young, they will be better able to manage stress later in life.

A child feels valued and comforted when all their emotions are accepted. They feel emotionally contained by the adult. At the same time, they learn that there are limits on their behaviour when they experience strong feelings. The child receives empathy when upset or angry and guidance in learning to deal with their emotions. They feel comfortable in expressing their emotions and learn to trust their feelings and solve problems.

### An Emotional Coaching Conversation has three stages:

Step 1: Recognise that emotions are an opportunity to connect – normalising and validating that it is ok to feel however they are feeling. Adults will listen with empathy and help them name emotions and locate in the body where they feel it.

Step 2: Set limits. Discuss with the child what wrong choices have been made.

Step 3: Problem Solving. Support the child in identifying what they could do differently next time.

Appendix 3

## Restorative Practices

Definition

- The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

## Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- How were you feeling at the time?
- How have you felt since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

## Restorative Questions 2

To help those harmed by others' actions:

- How did you feel when you realised what had happened?
- How have you felt since?
- How has this affected you and others?
- What had been the hardest thing for you?
- How can we make things right?

Appendix 4

**Behaviour Blueprint**

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| Date for Review | September 2026 |
| Head teacher | R Wallace |
| Chair of Governors | H Audritt |