

South Failsworth Primary School

‘Inspiring and Creating Lifelong Learners’



Behaviour Policy

Approved by the Governing Body: September 2023

Review date: September 2024

Policy statement

South Failsworth Primary School 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. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aims of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for 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, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

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

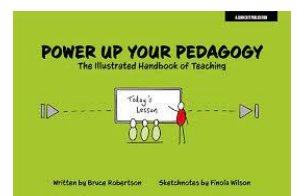
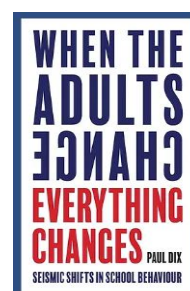
- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

The content of this policy is in line with the **EEF's 'Improving Behaviour in Schools'** guidance, which has 6 broad recommendations:

1. Know and understand your pupils and their influences
2. Teach learning behaviours alongside managing misbehaviour
3. Use classroom management strategies to support good classroom behaviour
4. Use simple approaches as part of your regular routine
5. Use targeted approaches to meet the needs of individuals in your school
6. **CONSISTENCY IS KEY**

See appendix for summary poster of EEF recommendations.

This policy also draws extensively on the advice and recommendations suggested by Paul Dix in his book 'When the adults change, everything changes' and 'Power up your Pedagogy' by Bruce Robertson.



The key to success is consistency. It is vital that there is a consistency of approach to how behaviour is dealt with:

- **Consistent language;** consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- **Consistent follow up:** Ensuring 'certainty' at both classroom and senior leadership level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- **Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- **Consistent consequences:** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- **Consistent, simple rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- **Consistent respect from the adults:** Even in the face of disrespectful learners!
- **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- **Consistently reinforced rituals and routines for behaviour around the site:** In classrooms, around the site, at reception.
- **Consistent environment:** Display the quality of a good primary school, consistent visual messages and echoes of core values and positive images of learners.

Consistent cultures of excellent behaviour management

The truth is that there is no alternative to 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 by challenging behaviour.

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

The code of conduct, the 'three bees' – ***Be safe, be ready and be respectful*** will be displayed in every classroom and must be referred to in conversations around conduct.

The three bees should be discussed with the children whenever necessary, but particularly at the beginning of the school year.



Be ready



Come to school on time.

Look at and listen to the person talking.

Follow instructions the first time.

Start work straight away.

Wear the correct uniform.

Line up promptly and silently.

Come to school with the correct equipment.



Be respectful



Greet adults politely when we arrive each morning.

Use good manners - say please and thank you.

Thank the adults that we work with at the end of the day when we leave.

Look after school equipment and our environment.

Pick up and tidy up after ourselves and others.

Do things for others because it feels good.

Work hard in lessons.

Notice and thank others when they have done something for me.

Hold doors open.

Win or lose gracefully.

Use people's names.



Be safe



Move calmly around the school and outside.

Use play equipment properly.

Use kind hands and feet.

Tell an adult if something is wrong.

Play only in the places allowed.

Use technology responsibly.

Wash hands regularly.



Consistencies

All staff

1. Meet and greet children at the start of the day.
2. Refer to 'Ready, Respectful, Safe.'
3. Model positive behaviours and build relationships.
4. Be calm and give time to children when going through the steps. Connect before you correct. Prevent before sanctions.
5. Follow up every time, retain ownership and engage in reflective dialogue with learners.
6. Never ignore or walk past learners who are not following the 'three bees'.
7. Stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

All staff – in classrooms

1. Have the **highest of expectations** and refer to ready, respectful, safe
2. **Set expectations** – TORN – Time, Outcome, Resources, Noise level e.g. "You have 15 minutes to write 2 paragraphs. We're going to complete this in silence so that everyone can focus."
3. **Establish routines** that encourage children to be ready to learn e.g. children line up in single file silently when coming into the classroom, go straight to their tables and look at the teacher ready to learn
4. **Ensure all children are paying attention.** Expect all children to be watching and listening. 'Catchphrases' (e.g. empty hands, eyes on me) or claps/tambourine can be used to **gain attention** but then that attention must be insisted upon. **Never talk over the children.**
5. **Ensure all children are on task.** Narrate the positive. Deliberately scan the room for off-task behaviour – be seen looking. Move around the room and walk between the tables. Stand at the corners where you can monitor all children's work.
6. **Anticipate 'off-task' behaviour - Don't accept low level disruption** e.g. swinging on chair, chatting etc. **Redirect children discreetly** – eye contact; non-verbal; proximity; recall previous positive
7. **Model positive behaviours** and build relationships.
8. Plan lessons that **engage, challenge and meet the needs** of all learners.
9. Use a visible recognition mechanism throughout every lesson i.e. three bees and mission merits.

All staff - in halls

1. Use an agreed signal to gain attention - e.g. silent hand up, hands on shoulders etc. A drum can be used at lunchtime to gain attention if necessary.
2. Staff will line children up in silence and escort them to the hall. Where possible, this will be teaching staff. Children will have an appropriate line order, particularly for assemblies.
3. Staff walking through the hall will support each other by ensuring the children are following the three bees and by never ignoring incidents.

Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. Middle leaders in this context are defined as more experienced staff members e.g. year group partner, TA for apprentice TAs etc.

Middle leaders will:

- Be a visible presence around the site and especially before school, at lunchtime and after school to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in on repair and reflect meetings and supporting staff in conversations.
- Ensure staff training needs are identified and shared with SLT.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence around the site and especially at changeover time to encourage appropriate conduct.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess behaviour policy and practice.

Teaching Learning Behaviours

Learning behaviours are taught through setting expectations and modelling desired behaviours. Children who display good learning behaviours are praised for their efforts – this can be verbal praise, a sticker or mission merit.

Children in Nursery and Reception are taught the learning behaviours of 'Ready, respectful, safe' by encouraging:

- Good sitting
- Good listening
- Good looking
- Quiet hand
- Being kind
- Terrific teamwork
- Marvellous manners
- Wonderful walking

Alongside our three bees, the **Steps to Success** are designed to encourage learning behaviours which will lead them to success. Children earn Mission Merits for themselves and their class by demonstrating positive attitudes to learning:



Mission merits should never be taken away from pupils.

Recognition and rewards for effort

We recognise and reward learners who go ‘above and beyond’ our standards. Although there are awards, such as mission merits or stickers, **our staff understand that a quiet word of personal praise** can be as effective as a larger, more public, reward.

It is not what you give but the way that you give it that counts.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships.

The class (from each key stage) which has the most mission merits at the end of the week wins the trophy for their class and **the class receives an additional break time as a reward. The headteacher will also visit the winning classes the following week to share a book with them.**

Every day a ‘star of the day’ is chosen for consistently demonstrating the Steps to Success. The star of the day chooses a prize from the class prize box (free prizes).

Every week a ‘star of the week’ is chosen for exceptional effort or achievement. Certificates are presented in a weekly ‘star assembly’ which parents and family members are invited to.

The winning class (from each key stage) with the most mission merits for the half term receives a class reward decided between the teacher and pupils such as a film afternoon or forest school session.

Other Individual rewards that we use at South Failsworth include:

- Stickers
- Headteacher awards
- Messages on seesaw to parents
- Phone calls home
- A visit to the headteacher or deputy headteacher for outstanding effort, work or behaviour.
- Postcards home (Canva)
- '100/200/300 Reads' certificates to celebrate reading 'miles'
- 'Timestables Rock Stars' awards
- Attendance postcards home (Canva)

Class reward systems:

- Mission merits used to celebrate 'above and beyond' positive behaviour and to celebrate following the 'steps to success'.

Managing behaviour in the classroom

Engagement with learning is always our main aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. **Desired behaviour is praised, and attention seeking behaviours are managed appropriately.**

Practical steps for managing behaviour

Pupils are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. Please see flowchart for a summary.

Step 1A and 1B can be used with the whole class, a group or an individual. Step 1C onwards is for managing the behaviour of an individual.

The school recognises its 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 pupil. The school's special educational needs co-ordinator 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.

STEP 1

A) The reminder

Gentle encouragement, a 'nudge' in the right direction – often this is all that is needed. A reminder of the expectations 'Ready, Respectful, Safe' is delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has the choice to do the right thing.

Suggested strategies:

- Non-verbal intervention – a look or hand gesture
- Use names
- Ask a question of the pupil
- Silent stare
- Strategic positioning
- Private conversation (see 1B – caution)

➤ **State the behaviour**

Never ask 'why questions' to correct behaviour (opens discussion / debate and is too cognitively complex)

X, you are running

X, you are chewing gum

X, you are swinging in your chair

Follow this statement quickly by noticing the positive change eg, *thank you for walking*

➤ **State the behaviour you want** (clear behaviour change stated)

X, walk please

X, focus on your work

X, write neatly

➤ **Noticing and praising the positive of those nearby**

(noticing positive choices to allow for self-regulation)

Thank you to all the children that are giving respectful eye contact.

Thank you to all the children that are focusing on their work.

X, thank you for walking sensibly.

➤ **Promoting Self Reflection** (used when we know they can)

What poor choices do you think caught my attention?

- **Raising their Expectation of Self** (showing the individual that we believe in them and have high expectations of them)

X, it is not like you to not to hold the door. I have high expectations of you.

X, that behaviour is Y (eg not respectful). I believe you can make better choices and be successful.

(Bringing back on track)

B) The caution

A clear verbal caution is **delivered privately to the learner**, making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their previous good behaviour to prove that they can make good choices.

Script:

The behaviour choice that you are making is having a negative consequence (share if you believe they require educating).

Your behaviour is not being (respectful / safe etc.) If you choose to... (positive choice) that would be great, this will happen...

....if you choose not to, then you will sit away from your table and we will move to LAST CHANCE, I will leave you to make the choice.

(Making the child responsible)

C) 30 second intervention:

- i. Gentle approach, personal, non-threatening, side on, eye level or lower.
- ii. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- iii. Explain the desired behaviour
- iv. Tell the learner what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- v. Walk away from the learner; allow him/her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

STEP 2

The time-out

- The learner sits away from others or swaps places for a 5 minute 'time-out'. Where possible, the child should continue their learning. Children should only stand outside classrooms if they need to cool down and/or to defuse a situation.
- The teacher speaks to the child and reinforces expectations and consequences.
- Learner is asked to reflect on their behaviour. Again they are reminded of their previous good conduct/attitude/learning.
- The child is given a final opportunity to re-engage with the learning/follow instructions.

If the child returns to learning successfully, then no further sanction is necessary.

Learners will be reminded of their previous good conduct to prove that they can make good choices.

Script:

- *I have noticed that you are continuing to...*
- *The rule that behaviour is not following is...*
- *Do you remember yesterday/last week when...*
- *That is the behaviour I need to see today. Make a positive choice.*
- *If you do not make a positive choice when we return to learning I will be asking you to complete your learning elsewhere.*
- *Thank you for listening.*

(Proving that they can do it and it is therefore a choice)

The LOFT – loss of free time – system

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

LOFT at lunchtime or breaktime will be used as a sanction.

If two time outs are necessary in the morning, then the child loses 10 mins of break or lunchtime where they stay in the classroom with a member of staff.

If another time out is required on the same day then the child misses 15 minutes of lunchtime where they meet with the assistant head, the deputy head or the SENDCO to reflect on their behaviour. This may need to take place on the following day.

If there are further episodes in the afternoon, there will be a LOFT the following day with a senior member of staff.

At breaktime or lunchtime, children going straight out to play will leave the room first. Then those who have gained a timeout will stay in the classroom with the teacher or a member of support staff and sit in silence and reflect on their behaviour. If appropriate, there may be work to be completed during this time.

If the behaviour incident occurs at break-time then the same system applies. The child will sit on a bench for time-out for 5 minutes – this is their LOFT.

Any incidents happening at breaktime or lunchtime, where LOFT is required, will be reported to the class teacher.

Reflection is encouraged for the following reasons:

- *To encourage the child to take responsibility for his/her actions.*
- *To help the child examine the emotions that lie beneath the behaviour.*
- *To enable the child to return to class in a calm state, apologise for the behaviour, and continue with the lesson as quickly as possible.*
- *To understand that unacceptable behaviour has a consequence.*

When investigating a behaviour incident, every member of staff will ask the following questions:

What happened?

How did it make you feel?

What could you do differently next time?

Script:

I have explained how your behaviour choices are impacting on yourself and others. We are all trying to learn together. I know you can be a fantastic member of our team as I have seen it so many times before. But I now need you to reflect on your behaviour. I look forward to you returning to the class as a fantastic member of the team.

The repair - one to one with the child, in or out of the classroom after a time to reflect.

We know that meaningful repair happens best when children are regulated and are ready to contribute to discussions about how to move forward positively. This means that sometimes restorative discussions may not always occur immediately. In this stage of the discussion children are supported to reflect about what could have been done differently in order to provide a roadmap should they find themselves in a similar situation in the future.

Restorative conversation: Completed by a classroom adult. Completed informally when possible.

- *What happened?*
 - *What have you thought since?*
 - *How did it make people feel?*
 - *What should we do to put things right?*
 - *How can we do things differently in the future?*
- (Developing understanding and self regulation)*

Where there are repeated incidents and more than 3 LOFTs in a week, the child may move to Step 3.

STEP 3

Severe clause

If there are persistent incidents, or a child breaks a rule by:

- Child on child abuse
- Physical violence
- Serious disruption of the learning environment
- Bullying
- Threatening behaviour - verbally or physically
- Racism/homophobia/transphobia
- Stealing

The child will be taken to the deputy head or the headteacher by the class teacher at the next available opportunity. The incident will be recorded on CPOMS by the class teacher unless agreed otherwise with the member of SLT.

The consequence for the behaviour will be determined by the headteacher or the deputy headteacher, depending on the severity of the incident and parents will be informed by phone and/or letter.

Extremely serious incidents may require after school meetings with child and parents or fixed term suspensions. The headteacher or deputy headteacher will make these decisions based on individual need and on the frequency and severity of the behaviour.

Consequences of Step 3 include: LOFT for 15 or 30 minutes, class withdrawal, after-school meeting or fixed term suspension.

Class withdrawal

The headteacher, deputy headteacher or inclusion leader may decide to remove a child from class for a period of time from half a day up to two days after a severe incident. A letter will be sent home to parents. If a child has a full day out of class, the child will be taken to the HT at 9 a.m. to work in the office until the end of the day. The child will be asked to reflect on their behaviour before returning to class.

Managing behaviour at lunchtimes

Midday supervisors will facilitate games and activities at lunchtime and work as a team to encourage children to play fairly and cooperatively, through positive comments and praise. Midday supervisors will have stickers to give out to those children who are particularly helpful, or polite etc.

If children's behaviour becomes unsettled at lunchtime:

If children are beginning to break 'The Three Bees' midday supervisors will follow the 3 steps as outlined in this policy and in the flowchart.

1. Give verbal warnings reminding children of the rules and then de-escalate the situation by:
distraction/ encouraging them to move away/ asking them what the matter is and sorting the problem out fairly.
2. If the child continues to break rules they will be asked to lose 5 minutes by sitting on the timeout bench with a 5 minute timer. If the behaviour is repeated, the child may have 3 time-outs (15 mins LOFT). **These incidents will be reported to the class teacher by the MDS at the end of the lunch break.**
3. If the child refuses to accept the timeout, or there are repeated incidents (3 or more) or if there is a serious breach of behaviour, then the child will be taken to the headteacher or the deputy headteacher for LOFT or for another consequence (see details in Step 3 earlier in the policy).

LOFT at lunchtime from serious incidents will take place in the headteacher's office with either the headteacher or the deputy headteacher.

Examples of serious breaches of behaviour at lunchtime which should be reported to the deputy headteacher or headteacher include:

- Racist or homophobic or transphobic name-calling
- Sexualised language
- Swearing
- Fighting/hurting another child
- Stealing
- Damage to property

These incidents will be logged on CPOMS and parents will be informed.

Recording incidents of poor behaviour

One or two step incidents of poor behaviour are managed by the class teacher on the day and no record is needed. There could be exceptions where a teacher or member of SLT makes a record of this incident on CPOMS. Examples of this could include: the teacher or a member of SLT are monitoring this child's behaviour; the behaviour is out of character; over a short period of time there have been a number of one or two step incidents.

All step 3 incidents will be recorded on CPOMS by the class teacher or in discussion with the class teacher another member of staff who has dealt with this incident such as a teaching assistant, a different teacher or member of SLT.

Challenging behaviours- 'Team Teach'

NB: Further information can be found in our Positive Handling policy.

Legal Principles

- Whilst some physical injury potential can be reduced, there always remains some risk when two or more people engage and force is used to protect, release or restrain.
- School staff have a power to use reasonable force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- The Governing Body shall always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

'Team Teach' Principles

- South Failsworth Primary School has designated members of staff who have undertaken 'Team Teach' training. Through these strategies we adopt a holistic team building approach enabling us to deploy a full range of effective and flexible supports and encouragements for pupils who exhibit challenging behaviour. 'Team Teach' is about keeping people safe whilst teaching safer ways of managing behaviour. **'Team Teach' techniques will always be reasonable, proportionate and necessary.**
- 'Team Teach' promotes gradual and graded responses to reduce the probability of challenging behaviour escalating towards violence. The emphasis is on preventative measures, diffusion and de-escalation. Physical intervention, 'Team Teach' schools believe, should only ever be used as a last resort.
- If a physical intervention is required, this should be recorded on CPOMS together with the completed 'Team Teach' recording form. Parents must be informed and they will sign the 'Team Teach' recording form to acknowledge they have knowledge of the incident, reason for the physical intervention and any injuries to the pupil or staff member. (See Positive Handling policy)

EXPECTATIONS, BEHAVIOUR & RELATIONSHIPS – Improve your practice

EXPECTATIONS

Know what **standards of behaviour** you expect. Model those standards to your pupils. How we interact with our pupils will influence how they interact with us and each other.

RULES

Rules are necessary to ensure expectations are met. Make sure your rules are **clear, specific** and **situation-focused**. Rules are the articulation of specific expectations.

ROUTINES

Over time, rules help establish routines. They help make the room run smoothly. Think about routines to ensure a **strong start**, where pupils pay **full attention** and resist reacting.

CORRECTIONS & CONSEQUENCES

Make clear what will happen if rules aren't followed. Keep any corrections **low-key, positive, directed at specific individuals & minimally disruptive**. Use corrections more often than consequences.

ENCOURAGEMENT, PRAISE & REWARDS

Praise is a pleasant experience and one that encourages pupils, so should be included in how pupils are taught to behave. Ensure praise is **authentic**. Rewards should be earned and used sparingly.

RELATIONSHIPS

Relationships are built through **knowing your pupils well, trust** and **respect**. make time to interact with every child. Be respectful to them as people Use a '**warm-strict**' approach.

IMPROVING BEHAVIOUR IN SCHOOLS

Summary of recommendations

