



Stoke by Nayland C of E Primary School



Behaviour Policy

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Approved by:	<i>Local Governing Body</i>
Signature of Chair of Governors:	
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Stoke by Nayland C of E Primary School Behaviour Policy

Behaviour Policy Principles

Stoke by Nayland 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. As members of our community, we adhere to our school rules of being: **'Ready, respectful, and safe.'** This policy has been written with reference to the work of Leah Kuypers – *'The Zones of Regulation'* (2020), Paul Dix – *'When the Adults Change Everything Changes'* (2017) and Guy Claxton *'Building Learning Power: Helping Young People Become Better Learners'* (2002) and has been agreed by all staff.

Rationale

Stoke by Nayland C of E Primary School is a caring, Church of England school, whose values are built firmly on a Christian foundation. We have an expectation that children and adults will behave with mutual respect and kindness towards one another and engender a trust that will lead to positive relationships. We also believe that children need to take responsibility for their behaviour and the choices they make. We empower pupils to do this through the implementation of the *'Zones of Regulation'* and our **'Building Blocks for Brilliance'** (see appendix 1). This Policy therefore aims to promote a clear and supportive environment where everyone feels happy, safe and secure.

The *'Zones of Regulation'* support children in recognising and communicating how they are feeling using the colours red, yellow, green and blue and use personalised strategies to help support and manage their emotions.

The **'Building Blocks for Brilliance'** are learning behaviours which support children in class to stay focussed and facilitate effective learning through the use of common language and clear expectations.

We believe that:

- Everyone is unique and of equal value
- All children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs
- No child or group of children will be treated any less favourably than others in being able to access services, which meet their individual needs

Links with other school policies

- Anti-Bullying Policy
- Child Protection & Safeguarding Policy
- RSHE Policy
- SEND Policy
- Exclusions Policy

Legislation and statutory requirements

This policy 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
- The special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

Aim of the behaviour policy

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide clear guidance for children, staff and parents on expected levels of behaviour
- For adults to use a calm, consistent approach and language to promote positive behaviour
- Teach appropriate behaviour through explicit teaching and positive intervention
- Give children strategies and language to help them to manage their behaviour
- Promote self-esteem and self-discipline
- To foster the belief that there are no 'bad' children, just 'bad choices'
- For all adults in school to take responsibility for pupils' behaviour and follow this up personally
- Use restorative approaches instead of punishments

Bullying

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy available on the school's website.

Responsibilities

All adults in school will:

- Take time to welcome pupils at the start of the day
- Regularly celebrate staff and pupils, whose efforts go above and beyond expectations
- Never walk past or ignore pupils who are failing to meet expectations
- Always redirect pupils by referring to being '**ready, respectful and safe**'
- Alert children to the *Zones of Regulation* to support them to manage their emotions

- Support children to develop their learning behaviours by referring to our '**Building Blocks for Brilliance**'
- Give pupils a 'fresh start' each lesson.
- Never describe a child's behaviour to another adult in front of the child

The Head teacher and Senior Teacher will:

- Have a visible presence around the school
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/postcards and certificates/stickers
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing pupils with more complex or challenging behaviours

Members of staff who manage behaviour well will:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Support pupils to use Zones of Regulation and 'Building Blocks for Brilliance'
- Know their classes well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by pupils
- Demonstrate unconditional care and compassion
- Use common language for consistency throughout the school

Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

The Local Governing Body:

The Local Governing Body is responsible for reviewing and approving the written statement of behaviour principles. The Local Governing Body 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.

Behaviour Pathway

At Stoke by Nayland, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. The use of our '**Building Blocks for Brilliance**' and *Zones of Regulation* provide this common language to enable pupils to take responsibility for their behaviour and their learning.

In addition to this, conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher/LSA.

The Behaviour pathway is summarised in each classroom. It follows this progression:

Non-verbal cues/gentle approach

Reminder

Warning

Consequence

Follow up, repair, restore conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow up, repair, restore conversation then the guidelines below are followed:

Sent to SLT/HT

Parents phoned

Parents called to the school

Seclusion/Exclusion

1. **Non-verbal cues/gentle approach** - use of child's name, reference to expected learning behaviours, child level, eye contact, deliver message

2. **Reminder**

I noticed you chose to (noticed behaviour)

This breaks our school rule of.....

This is a REMINDER that we need to be (Ready, Respectful, Safe)

You now have the chance to make a better choice.

Thank you for listening.

Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

3. **Warning**

I noticed you chose to (noticed behaviour)

This is the second time I have spoken to you.

If you choose to break the rules again you leave me no choice but to ask you to leave the room/miss some of your playtime.

Do you remember when (Model of previous good behaviour)? that is the behaviour I expect from you.

I know that you can make good choices. Thank you for listening.

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. If you choose to break the rules again you will need to leave the room/miss some of your playtime. Do you remember that yesterday you started

your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

4. Consequence

I noticed you chose to (noticed behaviour)

You need to have some time in another class/miss some of your playtime.

I will come and speak to you at the end of the session.

5. Follow up, Repair, Restore

Whether a behaviour incident occurs in class or during break times, there should always be a follow up conversation based on the principles: **Follow up, repair, restore**. This should include the following questions:

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected?
6. What should we do to put things right?
7. How can we do things differently next time?

Break times

We apply the same behaviour pathway during break times:

Non-verbal cues/gentle approach

Reminder

Warning (to stand next to a member of staff/have time on the time out bench)

Consequence

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful.

You have now chosen to go and sit on the time out bench. I will come and speak to you in five minutes. Thank you for listening.'

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. These children will have bespoke 'Positive Handling Plans' that can be found in the SEND files in each class. 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 will be differentiated to cater for the needs of the pupil. 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.

Reasonable Force

All staff members are aware of the regulations regarding the use of reasonable force by teachers. Adults in our school only intervene physically to restrain children to prevent injury to a child or teacher, or if a child is in danger of hurting himself/herself. The actions that we take are in line with government guidelines on the restraint of children. Periodically, staff members receive training in these matters.

All school staff members are permitted to use reasonable force to prevent a pupil committing an offence or causing injury to themselves or to others, or damaging property and to maintain good order and discipline in the classroom. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils (See appendix 2).

Physical Attacks on Adults

At Stoke by Nayland, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Only staff who have been trained in Physical Restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Senior Teacher and they should be recorded.

Seclusions and Exclusions (Please also see our Exclusions policy)

Seclusions or exclusions will occur following extreme incidents at the discretion of the Headteacher. A fixed term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident proportional to the severity of the incident.
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss this.

Permanent Exclusion or 'out of school transfer'

Exclusion is an extreme step and will only be taken in cases where:

- Long-term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEND policy,
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Application

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency. There may be occasions when adaptations may need to be applied but the same principles of promoting good behaviour through the policy will always apply.

Appendix 1 – ‘Building Blocks for Brilliance’

At Stoke by Nayland we have introduced the ‘**Building Blocks of Brilliance**’ based on Building Learning Power and the work of Guy Claxton. These are learning behaviours, which support children to take a responsibility for their learning and give all members of the school community a commonality of language to make expectations clear.

Our Building Blocks for Brilliance are:

- To manage your distractions
- To be absorbed in your learning
- To persevere when learning is challenging
- To reflect on your learning
- To be empathetic
- To show independence
- To work collaboratively

Appendix 2: PHYSICAL INTERVENTION & USE OF REASONABLE FORCE

Key Points:

1. DEFINITIONS

'Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder

'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury

'Reasonable in the circumstances' means using no more force than is needed

'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom

'Restraint' means to hold back physically or to bring a pupil under control

2. THE LEGAL POSITION

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip. Staff should use their professional judgement of each situation to make a decision to physically intervene or not. Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. WHEN CAN PHYSICAL FORCE BE USED

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave
- Prevent a pupil who disrupts a school event, trip or visit leaving the classroom where this would risk their safety or disrupt others
- From attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

The school will record all serious behaviour incidents

This has been written with reference to 'Use of Reasonable force in schools' July 2013 DFE