BEHAVIOUR POLICY

To be reviewed: <mark>September 2023</mark>

Our Core School Values
We Listen Carefully
We Move Safely
We Act Kindly

Part One: Intent

Statement of Intent
Richardson Dees Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:
- Promoting good behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

This policy is followed by **EVERYONE** working with our children including, but not limited to:
- Teachers, Teaching Assistants, Dinner Supervisors, Support and Administrative Staff, Kitchen Staff, Cleaning Staff and Student Teachers.
- For those who do not have access to our incident recording system (CPOMS) they have a strict duty to report any concerns to someone who can log the concern and follow school protocol.
- Visitors and parent carers can access a condensed version of this policy on our website: **Behaviour Principles.**

Definitions of Serious Unacceptable Behaviour

For the purposes of this policy, the school defines "**serious unacceptable behaviour**" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils

Sexual Abuse and Discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Part Two: Our Whole School Approach to Supporting Good Behaviour

Positive Teacher - Pupil Relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Classroom Organisation and Management

- Class teachers create a welcoming environment within their classrooms.
- Classrooms are organised to allow children to access equipment and to develop children's independence and personal initiative.
- Displays are used to promote children's self-esteem by celebrating the learning contribution of every individual. Displays celebrate children who always demonstrate the right attitude in their behaviour and learning.
- Classrooms are calm; noise levels are related to the nature of tasks.
- All pupils know what is expected of them.
- Public praise is used to encourage positive behaviour, participation and continuing good work but difficult conversations are done privately and quietly.

- Advice for improvement is shared in a way appropriate to each individual child – opportunities for self-improvement are celebrated.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Curriculum and Learning
- Staff know that engagement is key to ensuring best outcomes in an appropriately structured curriculum, use of individual target setting procedures and the active engagement of pupils and parents in their own learning contribute to good behaviour.
- Each class teacher ensures they provide a stimulating and broad curriculum for each child, offering an inclusive curriculum with appropriate support and challenge for all pupils.
- Thorough planning and structured feedback helps to avoid the alienation and disaffection that can lie at the root of poor behaviour.
- Lessons have clear learning outcomes, which are shared and understood by all children.
- Teachers demonstrate positive interactions with children.
- Marking and record keeping procedures are used to provide positive feedback to pupils on their progress and achievement and to show pupils their contributions are valued.

Communication, Partnership and Collaboration with Parents
- Staff recognise the significant roles that parents and the wider community have in shaping the attitudes and opportunities of our pupils. We seek to work in co-operation to promote and maintain high standards of behaviour. We give the highest priority to opening up opportunities for dialogue within school and with each child's parents/carer.
- A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of acceptable behaviour.
- The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at the earliest stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy framework.
- Where the behaviour of a child gives cause for concern it is important that all adults working with the child in school are aware of these concerns and of the responses made.
- Parents sign a behaviour agreement at the beginning of each year which is a summary of this document.

Praise and Rewards (See also Part Three and Part Four)
The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:
- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- The qualities enshrined in the Seven Superpowers are encouraged.
- The praise given is always sincere and is not followed with immediate criticism.
- Stickers and certificates are a visual way of celebrating success
- Positive visits to classes and adults to show work or attitudes
- Communicating and celebrating achievements with parents

School understands that providing praises and rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

The use of sanctions for any unacceptable behaviour, should be characterised by certain features:

- It must be clear why the sanction is being applied; the individual has chosen to behave negatively.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- There should be clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is challenged, discussed and addressed.
- Group punishments should be avoided as they breed resentments.

De-escalation Strategies (See Also Part Four)

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Presenting calmly and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Part 3: Managing Incidents of Unacceptable Behaviour

Managing Low-Level Unacceptable Behaviour

For the purposes of this policy, the school defines "**low-level unacceptable behaviour**" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following: lateness, low-level disruption and talking in class, failure to complete classwork or rudeness.

In the Consequence Ladder below, consequences 1 to 4 typify the expected response to low-level unacceptable behaviour within a lesson / day. Consequence 5 (letter from the headteacher would come as the result of more than 2 incidents of Consequence 4). Whilst the table is linear, there may be times when a jump to a higher consequence is appropriate).

Consequence Ladder	Positive	Negative
Consequence 1	Verbal Praise	First Request for Improvement (Non-verbal / Verbal)
Consequence 2	Castle Point(s)	Second Request for Improvement (Verbal)
Consequence 3	Sticker for Kindness / Safety / Listening	Conversation with Teacher / TA
Consequence 4	Positive Note / CPOMS	Inform the Parent / CPOMS
Consequence 5	Letter from the headteacher	Letter from the headteacher

Managing Serious Unacceptable Behaviour (See also Part Four)

Instances of unacceptable behaviour are taken seriously and dealt with immediately. School will keep a record of all reported incidents.

After an initial incident of Serious Unacceptable Behaviour, the following sanctions are implemented:

- The incident is investigated / addressed by the class teacher / teaching assistant who then decide whether it constitutes serious unacceptable behaviour.
- If deemed to be serious unacceptable behaviour, they will record the incident on CPOMS and the headteacher is alerted.
- ALL cases of serious unacceptable behaviour require the headteacher to inform the pupil's parents and invite them to discuss the incident.

Following repeated incidents of serious unacceptable behaviour, the following sanctions are implemented:

- The headteacher will consider whether the pupil should be excluded for a fixed term, in line with the school's Exclusion Policy, and will determine the length of the exclusion.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's notional SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Early Help Assessment will be created to ensure that the necessary provisions are in place.

Part Four: Strategies for Dealing With Different Behaviour Situations

Praise and Encouragement

Statements are made and questions are asked which encourage pupils to revert to positive behaviours, where needed. Below are some *examples*:	
PRAISE	**ENCOURAGEMENT**
Your choices today show how much you really love our school and the people in it.	How could you show that you really do love our school?
You really value the people around you and are determined to keep them safe.	Are your choices ensuring the safety of those around you?
Our school really admires people who take care of others – your kind actions are something we should all be really proud of.	You need to think about how you can be more considerate to others.
The way you manage to keep a sense of fun and enjoyment while showing such dedication to your learning is a lesson to us all.	How much fun are your choices for the people around you? How can you ensure they get to enjoy their learning too?
The main reason we are here is to learn and your actions and choices prove how important that is to you too.	Which choices need to be made in order for you to be a better learner?

Responding to Serious Unacceptable Behaviour.

Questions to respond to challenging behaviour:	Questions to help those harmed by other's actions:
- What happened? - What were you thinking at the time? - Who was affected by what you did? - In what way have they been affected? - What do you think needs to happen to make things right?	- What did you think when you realised what had happened? - What have your thoughts been since? - How has this affected you and others? - What has been the hardest thing for you? - What do you think needs to happen to make things right?

The Process of De-escalation and Reasonable Response

Each situation involving poor behaviour choices is dealt with in exactly the same way, regardless of the individual, the offence or the level of behaviour concern:

1. We determine how receptive the pupil is to opening a dialogue. We do this using a scale of 1 to 5, ONE being calm, rational and happy and FIVE being especially angry or upset. We will only try to talk a pupil down from FIVE – we never attempt to discuss specific concerns or potential consequences while the child is on a FIVE.

2. When we are ready to begin discussing a particular incident or concern, we outline the concern quickly and clearly and give the child an immediate opportunity to respond.

3. We begin the process of reflection and repair (See Appendix 3 Also).

4. We finish the dialogue by asking:
   - Is there anything else you would like to tell me or ask me?
   We might also ask:
   - Do you feel you have had a fair hearing?

5. We administer a consequence which is fair and reasonable. Where the adult feels the consequence needs to be decided by a more senior member of staff, the child is brought to that senior staff member and the pupil, where possible and appropriate is given the opportunity to summarise the issue. Pupils can be involved in the process of deciding appropriate outcomes.

The Power of Positive Language – Repair and Reflect

We are a Thrive School and the key principles of Thrive key principles are a core element of how we support children working through difficult situations.

- Thrive utilises VRF's – Vital Relational Functions
- They are:
  - **Attunement** - demonstrating an understanding of how the child is feeling by "catching and matching" their emotional state.
  - **Validation** - demonstrating that the child's feelings are real and justified (even if extreme).
  - **Containment** - offering their feelings back to them, broken down into smaller pieces.
- We understand that "Accepting and validating their feelings is not the same as accepting the behaviour." (Thrive)

Language choices are key. Everything we say is carefully considered. We speak to our pupils in the way we would expect other adults to speak to young people in our own families. We speak to our pupils as if their parent / carer were in the room with us. Below are some *examples* of phrases which help us to repair and reflect on difficult situations:

- We need to begin repairing the situation.
- I'm listening.
- I will help you to work this out.
- I understand how difficult this is for you.
- I'll stay close so that we can talk more when you are ready.
- On reflection, what could have been done to avoid the difficulty which followed?
- What would have been the direct impact of more positive choices?
- Who would have benefitted from kinder choices today?