



Behaviour Policy

Policy Impact- “Pupils value being part of this school and are enthusiastic about school life. They attend regularly and arrive on time. Pupils’ attitudes to learning in class are excellent. Parents have overwhelming confidence in the support leaders and staff give their children, academically and emotionally. Comments such as “I am happy that my children come to this school are common.” Ofsted 10-01-17

Key Principles

We are always “Busy Being our Best”

Humberston Cloverfields Academy 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 the values of being: Ready, Respectful and Safe.

Ready – We are ready to learn, ready to succeed and self-regulating.

Respectful – We are respectful to ourselves and everyone around us.

Safe – We know how to keep ourselves safe and what to do if we are worried.

These can be applied to a variety of situations and are taught and modelled explicitly.



At Cloverfields we aim to:

Provide a safe, comfortable and caring environment where optimum learning takes place.

Provide clear guidance for children, staff and parents of expected levels of behaviour.

Use a consistent and calm approach.

Ensure all adults take responsibility for managing behaviour and follow-up incidents personally.

Ensure all adults use consistent language to promote positive behaviour and use restorative approaches instead of punishments.



Purpose of the behaviour policy

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

Foster the belief that there are no ‘bad’ children, just ‘bad choices.’

Encourage children to recognise that they can and should make the right choices.

Recognise individual behavioural norms and respond appropriately.

Promote self-esteem, self-regulation and self-discipline.

Teach appropriate behaviour through positive intervention.



All staff make all learners feel important, valued and like they belong by:

Taking time to welcome children at the start of the day.

Being at the door of their rooms or playground at the start of each session.

Knowing their classes well and developing positive relationships with all children.

Deliberately and persistently catching children doing the right thing and praising them in front of others.

Relentlessly working to build mutual respect.

Remaining calm and keeping their emotion for when it is most appreciated by children.

Demonstrating unconditional care and compassion.

Always supporting children who are failing to meet expectations by redirecting and referring to 'Be Ready, Be Respectful and Be Safe'

Additional specific things staff do:

They are genuine in their care and praise of pupils, which are adapted to the individual.

They deliberately work to install confidence in children who lack self-belief.

Provide a varied and broad curriculum and extra-curricular activities that allow pupils to show and develop praiseworthy skills.

Ensure pupils have the opportunity of feeling they belong by contributing to the school community through genuine tasks and jobs.

Are specific when praising learning outcomes e.g. "Well done for listening carefully to my instructions. I can see you are ready to learn."

Deliberately discover pupils' interests and give some of themselves to support these e.g. lending a book on fishing, talking about shared interests.

Out of school achievements are praised on the day that they are achieved as much as possible.

Ensure that pupils who struggle with behaviour know that they can achieve what is required but may not be there **yet**. Adaptations are made to policy and practice as necessary.

The Leadership Team must:

Be a visible presence around the school.

Regularly celebrate staff and children whose efforts go above and beyond expectations.

Encourage the use of positive praise, phone calls/texts/notes home and certificates/stickers.

Ensure staff training needs are identified and met.

Appropriate and purposeful use CPOMs behaviour records to target and assess interventions.

Support teachers in managing children with more complex or challenging behaviour rather than undermining staff by taking on the disciplining of pupils.

Children want teachers to:

Give them a 'fresh start' every lesson.

Help them learn and feel confident.

Be just and fair (Not everyone needs the same as all children have different needs)

Have a sense of humour.

Behaviour for Learning

'Be Ready, Be Respectful and Be Safe'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our behaviour policy sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded.

Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the 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 with challenging behaviour."

Paul Dix, Pivotal Education



Our Rules	Visible Consistencies	Over and Above Recognition
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Praising in public (PIP), Reminding in private (RIP) 5. Consistent language	Verbal praise Recognition boards Phone call/text home Show work to another adults Visit to Principal with work or recommendation Notes home Certificates Stickers Class Rewards

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to (noticed behaviour) 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</p> <p>Example - 'I notice that you're running which means you might not be safe. Please walk. Thank you for listening.'</p>
2. WARNING 30 seconds	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/ go to the quiet area etc) (learner's name), Do you remember when (model of previous good behaviour)? That is the behavior I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation</p> <p>Example - 'You are being silly with your pencil so you are not ready to work. You need to start your learning otherwise you will have to catch up in your own time. 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.'</p>
3. TIME OUT 5 mins at most	<p>I noticed you chose to (noticed behaviour) You need to.....(Go to quiet area / Go to another table etc) Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes</p> <p>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 in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p>*DO NOT describe child's behaviour to other adult in front of the child*</p>
4. FOLLOW UP – REPAIR & RESTORE	1. What happened? (Neutral, dispassionate language.) 2. What were you thinking at the time? 3. How did this make you feel at the time? 4. How did this make people feel? 5. How do you feel now? 6. Who has been affected? What should we do to put things right? How can we do things differently?
*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.	



Ensuring consistency

Playground

At the end of play

- 1) **Blow whistle** – Pupils in pavilion / MUGA walk onto playground – stop and stand still. When using field those pupils at the back may need to run to playground edge then walk.
- 2) **Reminder to walk to lines**
- 3) **Whistle** – Line up quietly holding any equipment still.
- 4) **Lines do not go in until they are READY for learning – Ready, respectful and safe.**

Staff are encouraged to repeat if their class is not following this sequence.

Play leaders – Older Pupils will be trained to support younger children in developing their skills of team play, fairness and good sportsmanship. They will use equipment provided for playtimes.

Door monitors – They should be in place before pupils are dismissed from assembly or classes so need to be released early.

Playground rules

- Only school balls should be used.
- No football on the playgrounds. Basket balls may be used with the basket ball nets.
- Equipment provided: Tennis balls and nets, basket balls (one per net), elastics, skipping ropes and hoola hoops. These need to be put away safely into boxes and storage on playground.
- No PE equipment from the PE store to be brought out at playtimes and lunchtimes.
- British Bulldogs and Big Tig are banned.
- Anyone **proven** to have used bad language (swearing) will telephone their parents and tell them what they have said.

Around school

To ensure everyone is **SAFE** we always walk around school. Staff are permitted to run or allow a child to run into school in the event of an emergency.

To ensure respect and safety we make way for each other, adults and children. We are especially aware of showing high levels of respect for visitors to our school.

We walk in single file and keep to the left. We hold the doors open for staff and each other to be respectful and safe.



Sanctions

Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is taken seriously.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this and not be made personal to the child. Sanctions should be proportionate to the age of the child, their stage of learning and the action. Sanctions should be applied consistently and fairly.

Adult Strategies to develop excellent behaviour

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we expect
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

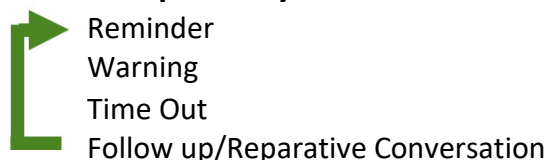
Language around Behaviour

At Humberston Cloverfields Academy, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. 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 staff member taking the class/group.

Records, in CPOMS, will be made of all behaviour incidents that require time out. Using the language provided below will support consistency.

Behaviour pathway



Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:

Sent to Leadership Team member/ Principal

Parents phoned

Parents called to school

Seclusion

Exclusion

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances as well as SEND. As a school we recognise that their behaviour is their way of communicating their emotions and needs. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child.

These children will have bespoke 'Positive Handling Plans' that can be found in *Appendix B*.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe.

This will only be used as last resort and by trained staff only. *Appendix C*.

The school will record all serious behaviour incidents on CPOMS and any restraints will have paperwork scanned into the pupils file on CPOMS. Exclusions will occur following extreme incidents at the discretion of the Principal after seeking guidance from Jaimie Holbrook (Director of Improvement and Effectiveness). A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.

If these conditions are not met, other options may include a day seclusion with a member of the Leadership Team or Principal. Where a pupil does not respond to our behavior policy then further investigation may be required and staff may seek advice from external agencies through the completion of Early Help or Access Pathways and also through the Primary BAC – Behaviour and Attendance Consortium, the ELT Primary Consortium.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to the child and their parents/carers and arrange meetings to discuss the situation to maintain their support and agreement.

Physical Attacks on Adults

At Humberston Cloverfields Academy, 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 and to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Physical Intervention* and *Use of Reasonable Force Policy* and should call for support if needed. Only staff who have been trained in physical restraint (Team Teach) should restrain a child.

All staff should **report** incidents directly and immediately to the Principal or Senior Leadership Team and **record** them on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of the Leadership Team.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. The Principal will use supervision techniques with individual staff members, as necessary. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and created a plan around a child and that this has been unsuccessful and we have exhausted all sanctions.

Permanent Exclusion or Out Of School Transfer

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

- Long term poor behaviour is not responding to the strategies implemented and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.
- The pupil has Special Educational Needs and it is clear that their needs have been fully met and all interventions and strategies have been followed, as set out in our SEND policy, and extreme physical violence is still occurring.

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.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil from our school
- Pose a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In the incidences above, the Principal may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of school behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour that does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-site behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the poor behaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school

- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

Application

This Behaviour Policy is for all of our school community. For it to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. residential trips, swimming lessons, sports but the same principles of promoting good behaviour through the policy will always apply.

Reviewed and amended November 2021

To be reviewed November 2022

Appendix B - POSITIVE HANDLING PLAN

Child's Name:	Date of Plan:	Review Date:	
What does the behaviour look like?			
Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours	
What are common triggers?			
De-escalation skills			
Skill	try	avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Controlled choices			
Humour			
Logical consequences			
Planned ignoring			
Time-out			
Removing audience			
Transfer adult			
Success reminded			
Supportive touch			
Listening			
Others			
Diversions and distractions			

Any medical conditions to be taken into account before using Physical interventions?

De-escalation skills

Intermediate	try	avoid	Notes
Friendly escort			
Caring C Guide			
Single elbow			
Double elbow			
Other			

Who has been informed/Where has the incident been recorded?

Stage 4 Follow Up (Only after Stage 3 Crisis Behaviour). Ensure a SERIOUS INCIDENT REPORT has been completed.

Teacher:	
Parent/Carer:	
Student:	
Educational Psychologist:	
Social Service (if applicable):	
Headteacher:	

Appendix C - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

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 children 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 on INTEGRIS and any restraints using a Serious Incident Report (SIR form) in the green behaviour log, which is locked in the filing cabinet in the Principal's office.