

REACH

Reach Higher, Go Further, Achieve Together

Behaviour Policy 2022/2023

1.0 Aims

- To have a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors and based on shared values
- To use principles of the THRIVE approach where we all work together to deepen an understanding of social and emotional learning.
- To apply positive policies to create an atmosphere in which teaching and learning can take place in a safe and happy environment
- To ensure adults are responsible for modelling appropriate behaviour and praise good behaviour.
- To develop pupils' understanding of what good behaviour looks like, encourage pupils to be self-regulating and accept responsibility for their own decisions and actions, and for their consequences.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills
- To promote our integral school values of RESPECT, COOPERATION, HONESTY, RESPONSIBILITY, ASPIRATION, FRIENDSHIP, RESILIENCE, COURAGE, PEACE, SELF-BELIEF AND KINDNESS.
- To promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property
- To encourage good behaviour by celebrating good choices
- To make clear to children the distinction between minor and more serious misbehaviour and the consequences of their actions.
- To treat problems when they occur in a sympathetic manner in the hope of achieving an improvement in behaviour
- To ensure that there is a common understanding that all behaviour is a form of communication.

2.0 Principles

- At Larkhill Primary School we work with the children to develop strands of positive learning behaviour's using our school values. The 11 values are:

RESPECT, COOPERATION, HONESTY, RESPONSIBILITY, ASPIRATION, FRIENDSHIP, RESILLIENCE, COURAGE, PEACE, SELF-BELIEF AND KINDNESS.

- Alongside our values we have three key rules which we expect all children to follow:

RRS

Ready, Respectful and Safe

- These 3 core rules are linked with our values and are the backbone of all our expectations

READY:

- Being ready links to the values of RESILIENCE, COURAGE, ASPIRATION AND SELF BELIEF
- Being ready means: Eyes on the learning
 - Top standard
 - Track the speaker
 - Get resources ready
 - Try new activities and learning

RESPECTFUL:

- Being respectful links to the values of HONESTY, RESPECT, FRIENDSHIP AND KINDNESS
- Being respectful means: Eyes on speaker
 - Listen carefully
 - Act kindly
 - Communicate politely
 - Care for our school and environment

SAFE:

- Being safe links to our values of PEACE, COOPERATION and RESPONSIBILITY
- Being safe means: Move calmly
 - Take responsibility for your actions
 - Keep the peace
 - Ask for help
 - Use equipment and resources responsibly

- The staff at Larkhill will use skills of Vital Relational Functions (VRFs) as part of the THRIVE approach. This approach tunes the adult and child into feelings and emotions around behaviour.
- Pupils are regularly reminded of the conduct that is expected of them, both inside and outside the classroom and in the wider community.
- The attitude of all staff towards the implementation of this positive policy is of vital importance, for it is the adults within a school who determine the environment in which good relationships can develop.
- The Class Teacher is the key person, responsible for the morale, welfare and discipline of their class. This policy is designed to support the Class Teacher in dealing with difficulties, and we expect most problems to be overcome at this level.
- All staff should consider themselves at all times responsible for the pupils within sight or sound of them. Staff are expected to take care to investigate incidents as best they can.
- The highest expectations in everything, including behaviour, is at the heart of our school. These high expectations are given a constant high profile in every aspect of school life and are communicated explicitly (for example) in assembly and in our Personal, Social and Health Education curriculum.
- We understand the importance of a stimulating and engaging curriculum, well-matched for all children.
- We understand the significance of the environment on behaviour, and pay close attention to maintaining a pleasant, safe and well-organised site which is conducive to good behaviour.
- We understand the importance of meeting children's basic needs, in order for them to engage successfully with learning. We set out to do this in the classroom, and through specific support and intervention work where required. This may include having access to our school ELSA (Emotional Literacy Support Assistant), THRIVE practitioners or work with SENCO.
- We aim to pre-empt problems through conscientious supervision of pupils by all staff and through good communication between colleagues (e.g. between lunchtime supervisors and class teachers, or between class teachers and supply teachers). All pupils are expected to complete all planned learning every week. If it is deemed necessary for a pupil to work outside their own classroom, arrangements are made for their curriculum to continue.
- We recognise the importance of engaging pupils in the development of this policy. The School Council are involved in key decisions and consulted with regards to aspects of behaviour throughout school. For example: playground behaviours at lunchtimes or within school. The school council look to maintain and develop their profile throughout school by acting as guides for visitors, helping in the dining hall, supporting play leaders at lunchtimes and other whole school responsibilities such as Library duties and eco monitors.
- We are committed to a positive partnership with parents and recognise that a strong partnership with parents and carers is essential to the success of this policy. We will advise parents at an early stage if difficulties occur and ask parents to report concerns of their own promptly to the Class Teacher. The behaviour policy is communicated to parents, and we welcome their comments. We offer FUSION a strategies for parents programme to support families to help them develop their own parenting and behaviour strategies.
- Dangerous items (including, but not limited to the following) are not allowed to be brought onto the premises by pupils: Weapons (including replicas and toys, and knives of any kind); Alcohol, tobacco, drugs or solvent based products; Cigarette lighters, matches and aerosols. The Principal will deal directly with such incidents.
- We recognise the importance of acknowledging the causes of poor behaviour, especially where these are linked to special educational needs and/or emotional difficulties. In

these cases, strong home/school links and partnership with other agencies are vital. Our aim is to ensure that pupils in difficulty are enabled to control their behaviour through appropriate support and education. However, where the health and safety of pupils and/or staff is compromised, or wider school discipline undermined, these pupils are not considered exempt from exclusion due to their special needs or emotional difficulties.

- We recognise the importance of a consistent approach, and this policy is applied by all staff. Staff receive induction and training in this policy, and the key information is made available for visiting teachers and volunteers.

3.0 Incentives and Rewards

3.1 Pom Poms

Children are rewarded for demonstrating the school values. Children work collaboratively to gain reach point. REACH points should be awarded to children who are behaving, following school rules and displaying our values. Points are collected in jars in each class. We have a READY jar, a RESPECTFUL jar and a SAFE jar and points relate to these jars and their associated values. When each jar gets to 20 points, the class is rewarded in some way. When all 3 jars are full, the class get a 'treat' eg a special afternoon of activities.

3.2 Other Positive rewards may include:

- On the spot spontaneous verbal praise 'catch the good things'
- outstanding work/times tables/reading at home awards
- Pupils progress in developing their learning behaviours are recognised
- Well done award in assembly linked our school values and for pupils showing progress and effort in developing their learning behaviours.
- Principal awards and a text home
- Phone calls home on the day
- Attendance and punctuality award
- Recognition stickers which children can receive for displaying one of our values

4. Consequences

- 4.1 It is important to learn and understand that there are consequences to our behaviour. There may be times in which behaviours warrant a consequence. For individual incidents adults working with pupils will follow these actions:

The following approach is used to support a consistent approach to promote positive behaviour:

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. Reminder	Reminder of the rules READY RESPECTFUL SAFE
2. 30 second intervention	<p>I noticed you chose to (noticed behaviour)</p> <p>This is a REMINDER that we need to be (Ready, Respectful, Safe)</p> <p>You now have the chance to make a better choice</p> <p>Thank you for listening</p> <p>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>

3. Final Step	<p>I noticed you chose to (noticed behaviour)</p> <p>This is the second time I have spoken to you.</p> <p>if you choose to dothe consequence will be....</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc.) (learner's name),</p> <p>Do you remember when (Model of previous good behaviour)? That is the behaviour</p> <p>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 - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at 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.'</p>
4. Consequence issued	<p>I noticed you chose to (noticed behaviour)</p> <p>You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc.)</p> <p>Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc.)</p> <p>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 lose 5 minutes of your break time. Please go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p>

4.3 Repair Meeting:

This will usually be led by the class teacher but may include other members of staff as required. If it is not an appropriate time to hold the meeting (for example mid lesson) then a child may be asked to go to another class or to a senior member of staff for a short period of time. A meeting may also be delayed if a child is upset or distressed until a more appropriate time. Staff members are encouraged to use the VRF's to help support this. The behaviour of the child should **not** be discussed until the class teacher/ adults initially involved are able to attend. During the meeting it is important that the staff member validates what the child has experienced and helps to link cause and effect. This is an opportunity for both the adult and child to reflect.

These 4 questions should be covered:

- Tell me about what happened?
- Who has been affected? (this may also include the child and their feelings)
- How did this make people feel?
- Can we find a new way?

Staff should attune to the child's experience during these meetings and highlight the behaviour that is not acceptable.

It is important that these meetings happen as soon after the incident as possible. This may be, at times, at the end of the school day. If this should occur the class teacher must make parents aware prior to the end of the day. Meetings should take no longer than 10 minutes.

- 4.4 Minor breaches of discipline are generally dealt with by the class teacher in a calm, supportive and fair manner. The age of the child is taken into consideration and each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking the rules has its own consequences. Each new day is a fresh start.
- 4.5 3 x 5 minute playtime losses throughout the week will result in the child attending a reflection meeting within a member of SLT during a full playtime or lunchtime
- 4.6 A wide range of strategies are used to reinforce positive behaviour and help children deal with emotions. These are mainly linked to the THRIVE approach and break the negative cycle of misbehaviour/punishment.
- 4.7 If staff feel that there may be an underlying reason for persistent behaviour they will contact the SENCo or the Inclusion team to discuss the needs of the child further.
- 4.8 **Vital Relational Functions (VRF's)**
- We understand the importance of positive relationships between adults and children and how the building of these contributes positively to a child's sense of self. Staff will use Vital Relational Functions (VRF's), a pinnacle of the THRIVE approach when engaging with children.
 - This approach should also be adopted when supporting a child to calm when upset or distressed. This can be done in the following ways:
 - **Attune:** be alert to how the child is feeling. Demonstrate attuning to their emotional state, showing you can catch how they are feeling through facial expressions, body language and gesture.
 - **Validate:** Be alert to the child experience, validate their perspective /experience/ feeling.
 - **Containment:** be alert to how the child is feeling. Demonstrate containment by showing that you understand the intensity of their feeling or mood. If distressed, show that this is survivable by catching it, matching it and offering it back to them in small digestible pieces. This will make even the strongest emotional state bearable.
 - **Soothing:** Be alert to how the child is feeling, soothe and calm their distress. Children have to experience being calmed before they can do it for themselves.
 - **Regulation:** Demonstrate emotional regulation by catching the emotion, matching it and helping the child to regulate the feeling up or down.
- 4.9 **Other strategies can include:**
- Change in classroom organisation
 - Using different resources
 - Using small steps for a particular child (e.g. sitting on chair for given length of time, putting hand up to answer questions)
 - Use of certificates, special stickers or bands for demonstrating the school values
 - Sharing good behaviour with other children/other classes
 - Involving parents at an early stage to make an action plan together stage if problems are persistent or recurring.

8.0 Challenging and serious behaviour

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. Where possible, we use our most skilful staff to build relationships with each individual child.

Some challenging or serious behaviour may also be a safeguarding concern. Staff should refer to the schools safeguarding policy and anti-bullying policy for information on Child on Child abuse and bullying. Staff should ensure when recording on CPOMs that the correct categories are used if bullying or Child on Child abuse has occurred.

If a child deliberately commits any of the following they may be given an immediate Fixed term or Permanent Exclusion:

- Physical assault against a pupil or adult
- Verbal or threatening behaviour against a pupil or adult
- Bullying
- Racist abuse
- Damage
- Sexual misconduct
- Theft
- Persistent disruptive behaviour

Fixed term Exclusions may be internal and the child will be required to undertake learning under supervision of a member of staff. External exclusions require the pupil to undertake learning off site and can occur on the same day of an incident.

Exclusions will occur following extreme incidents at the discretion of the HT. 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
- The child being at home will have a positive impact on future behaviour

The Local Authority will also be informed. Following an exclusion the pupils and parents will be called to a meeting in school to agree a plan to better support the child. A permanent exclusion may occur if behaviour is consistently challenging and all other means of support have not had an impact.

9.0 Lunchtime Supervision

At lunchtime the team of supervisory assistants carry out supervision. The MDSAs adopt the same approaches as our teaching and non-teaching staff. The supervisors are encouraged to use the recognition board within the hall to record the positive behaviour of the pupils whilst eating. They may ask children to help contribute to noticing the positive behaviour of their peers.

When on the playground the 30 second intervention should again be adopted to speak to children about unwanted behaviour, allowing them time to choose to rectify this. When dealing with incidents on the playground the use of the VRFs is essential. It is important that the MDSA's validate what the child is experiencing.

Repeated minor problems may result in the child being asked to take some Time Out. This usually takes the heat out of the situation. The supervisors keep note of children who continually misbehave.

The supervisors must be treated with the respect expected by all adults at Larkhill School. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the leadership team. This may lead to further consequences and or a repair meeting.

Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a fixed time. This will be followed, if necessary, by permanent exclusion.

10.0 Recording

Recording of behaviour is essential in helping us to identify the needs of the child to better support them. All behaviour incidents should be recorded using CPOMS as well as the class behaviour log. The CPOMS quick guide provides more information on the specifications of this.

If parents, visitors or supply teachers would like to log a behaviour concern about a child, then this can be done using the forms within the school office. Please speak to a member of the admin team for more information

11.0 Parents

We believe that a strong partnership with parents is important in maintaining and improving our high standards of behaviour. All parents are asked to sign a Home School Agreement when their child starts at the school

Date of policy: Sept 22

Date of next review: Sept 23

Signed by Chair of Governors: **Dr Moira Laffey**