



# Behaviour Policy

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## Key Document Details

<b>School Name:</b>	Southwold Primary and Nursery School	<b>Ratified date:</b>	1 <sup>st</sup> September 2023
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## Aim

Our aim at Southwold Primary and Nursery School is to encourage the development of the whole person to live a happy and fulfilling life in a diverse community. We believe an orderly, calm atmosphere supports learning through our inclusive ethos. The school recognises that pupils learn best when they feel happy, supported and their self-esteem is high. This is fulfilled through a positive school culture, consistency by all and expectations of very high standards of behaviour.

This policy aims to identify the principles and expectations about the way the whole school community (all staff, governors, pupils and parents) behave towards one another. We strive to develop a happy and purposeful school ethos which is based on self-awareness, trust, care and respect for other people. School rules are based on these principles and our core values.

- To encourage a calm, purposeful and happy atmosphere in school
- To foster positive, caring attitudes by everyone towards everyone, where achievements at all levels are acknowledged and valued
- To encourage increasing independence, where children accept responsibility for their own behaviour
- To establish a consistent approach to behaviour across the school
- To ensure that everyone knows what appropriate behaviour looks like
- To recognise that behaviour is a form of communication
- To understand the impact of trauma and adversity on a child's mental health and well-being and identify where bespoke support and intervention may be needed.

## Rules

Our school rules are kept to a minimum and are based on principles which encourage and celebrate positive attitudes and behaviour and help to support those whose behaviour can be challenging. The rules are based around our school values and how we promote a happy, safe and self-disciplined environment in which every member of the community has respect for each other. The rules are revisited and discussed regularly with the children to ensure the rights and responsibilities of individuals and the community as a whole are fully understood and agreed.

## Valuing Positive Behaviour

Praise, rewards and positive reinforcement are embedded in everyday practice to create a positive, secure and welcoming atmosphere. Recognising, valuing and celebrating positive contributions to the school community and individual achievement is a way of school life.

Positive behaviour and achievements are valued and celebrated through:

- Recognising and modelling positive behaviours
- Verbal and non-verbal praise, private and public recognition and/or congratulations
- Behaviour and achievement awards; children from each class who have demonstrated an outstanding contribution throughout the week are recognised in assembly
- Head Teacher stickers and postcards sent home for noteworthy behaviour or an exceptional piece of work
- Our Pupil Leadership Team applies a monitoring system for older children, where children are given responsible jobs which help with the behaviour, curriculum and support the running of the school to encourage the social development of younger children.
- Values stickers are used to promote good behaviour.

- Class Dojo (Appendix 1) house points are given for the use of values, positive behaviour and effort in learning. These are collected and shared in assembly with house captains displaying the flag for their house.
- Class attendance awards are celebrated each week with a trophy and winning class gets an extra day on the adventure playground.

### Playtime and lunchtimes

- Golden tickets are awarded to recognise positive behaviours at lunchtime – EY/KS1 children sit at the Golden Table in the school hall and KS2 children have a digital reward on a Friday.
- The Pupil Leadership Team facilitate 'Positive Playtimes' to develop pupil's team building, social and communication skills as well as learning new games outside. This system gives children a focus, supports a variety of children's needs especially those who need structure during these free times and ensures children are ready to learn when they return to class. 'Positive Playtimes' includes a variety of activities to support behaviour e.g. playing games, quiet reading, mindfulness colouring and the 'craze of the week'.
- Rewards – 'pink' praise slips are awarded for showing school values, British Values and for following the playtime golden rules. These are sent home.
- Consequences – 'Green' behaviour slips are used for children who are not adhering to our values and school rules. Teachers monitor the green slips. The pink and green colouring links to our marking code of 'Tickled pink' and 'Green for growth' that is used across the school.
- Anti-bullying and KiVa ambassadors (Anti-bullying programme delivered via PSHE sessions in KS2) include both staff and children.

### Staff Commitment

All staff have a commitment to support the ethos of the school. They insist that politeness and good manners are essential and expected and lead by example. All staff recognise the important responsibility they have to model high standards of behaviour, in dealing with the children and with each other. Staff have the opportunity to develop their skills and confidence in managing children's behaviour through CPD. **(See Appendices 3 and 4)**

#### All Staff:

- Model controlled, respectful, verbal and non-verbal behaviour based on our core values
- Are aware that behaviour is a form of communication
- Plan a stimulating, differentiated and personalised curriculum, which encourages motivation and challenge and avoids children becoming frustrated and losing interest
- Provide a caring and effective learning environment and create a positive climate with high expectations
- Promote honesty and courtesy and show appreciation of the efforts and contributions of all
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, sexuality, ability or disability.
- Work positively with the class ensuring the children support each other and are aware of the needs of individual children.
- Work closely with families, informing parents and carers of positive and negative behaviour and recognise when a child has an unmet need that could be the trigger for the behaviour.
- Ensure all colleagues are aware of the needs of individual children so there is a consistent approach to behaviour management
- Appropriate behaviours are taught and reinforced on a regular basis through PSHCE 'Jigsaw' and KiVa sessions (KS2 only). This includes Citizenship where social and moral dilemmas are discussed. Circle Time, role-play and small group discussions are used to explore values and beliefs and alternate actions or responses to situations. Ideas explored are always linked to real life experiences.

- The well-being studio is used to promote positive behaviours and support individual needs through nurture groups and personalised interventions.
- Access to the sensory room for calming down or sensory modulation time
- Support through the play therapist and trauma counsellor.

Classroom practise: We expect every adult to ...

1. Meet and greet at the door in a positive manner
2. Refer to the school rules and values
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson (e.g. values, Class Dojo, stickers)
6. Be calm when going through the steps.
7. Restore the relationship with the learner, retain ownership and engage in reflective dialogue with learners.

### **Pupil Commitment**

All staff take time to notice general behaviour, praise positive behaviour and take a shared responsibility for dealing with negative behaviour. They encourage children to:

- Follow the behaviour policy
- Always demonstrate the Southwold values
- Move sensibly and safely around the school
- Speak politely and with respect to all adults and children
- Always present their best class learning and homework
- Always listen actively and contribute positively in all that they do in school
- Look after property carefully, putting it away after use and keep their belongings tidy in the cloakroom and locker areas
- Attend and leave assembly quietly, listening to the music and what is being said and actively joining in when invited to do so
- Enter and leave promptly and calmly at the start and end of the school day, break times and lunch times
- Attend school every day and on time
- Behave respectfully online and offline

### **Responsibilities and Consequences**

Children learn that rights also bring responsibilities. Children, who have been reminded of their responsibilities and persist in being disruptive, are generally seen to be choosing to behave in a negative way. This is not the case for a small minority of children whose behaviour arises from known medical or social circumstances and who have an Individual Behaviour Plan, tailored to their circumstances and incorporating personal targets and rewards.

Where children are choosing to ignore their responsibility to behave appropriately; consequences are given as an opportunity for the child to reassess his/her behaviour and decide how to behave appropriately in the future.

Each class teacher will have a system in class to remind children of the importance of behaving well in class. If a child misbehaves, they will receive a reminder of the rules of the class. If they continue to behave inappropriately their name will be placed on the board, they may need some time out or to visit a member of the inclusion team. If a child does not change their behaviour, the teacher will choose an

appropriate consequence.

It is every member of the school's community responsibility to prevent bullying, including cyber-bullying, racial or discriminatory bullying. Any incidents of bullying will be taken seriously and recorded appropriately on CPOMS, our electronic recording system.

Through the use of the PHSE and RSE curriculums, children are taught their responsibilities to treat their peers with respect and kindness, this includes the importance of consent and not engaging in any child-on-child abuse and sexual abuse.

All staff have a responsibility to understand that trauma can have a direct impact on children's mental and physical health and behaviour.

### **Unacceptable Behaviour:**

- Any behaviour which affects the health and safety of others such as: throwing, tripping, poking, running inappropriately or physical abuse of others
- Any behaviour which prevents others from carrying out appropriate school activities such as: calling out, interrupting, unnecessary noise, unnecessary movement
- Unsociable, impolite or abusive -physical or verbal -behaviour such as: swearing, name calling, teasing, answering back, poking tongues

Staff will not aim to humiliate children and consequences are reasonable, related, respectful and fair.

### **Consequences will include:**

- A quiet verbal warning, including problem solving strategies
- "Time out" -spending short periods of time away from group or situation
- An appropriate community task -cleaning up mess they have made-logical consequence
- Write a letter of apology
- Speaking privately to their own teacher or a senior teacher during their own time
- Playtime or privileges withdrawn temporarily. School work is not offered as a punishment although tasks may be completed in the pupils' own time if appropriate
- Parents being informed.
- Payment for deliberate damage to property -this is at the Headteacher's discretion
- Records kept as a behaviour log on CPOMS
- Being sent to the Headteacher and/or Deputy Headteachers
- A formal letter being sent home and kept on file
- In final analysis, where all other approaches have failed and where the safety of other pupils is at risk, exclusion procedures may be entered into but this is always a last resort.

### **This may lead to:**

- Lunch time exclusion
- Removal from class for part of the school day
- Parents asked to come into school to discuss the situation
- Exclusion for a fixed period
- Permanent exclusion

### **When in crisis:**

Behaviour can be a means of communication that can indicate current/ recent trauma or adverse childhood experiences (ACES) or other mental health needs. We must ensure that all pupils are supported to communicate their needs safely and appropriately. We recognise that some behaviour may

be a direct result of a child's vulnerability and can be closely linked with safeguarding and therefore not solely linked to SEMH.

Southwold provides the following in-school support for children in crisis. Staff ensure that children are supported in a way that matches their age and needs whilst establishing and maintaining the highest expectations for all children. If a child becomes dysregulated or in crisis then we use the following de-escalation techniques ...

- Offer choices
- Distract with humour
- Safe spaces for children
- Use of de-escalation scripts
- Calm stance and talking
- Active ignoring or minimal interaction
- Verbal advice and support
- Firm clear direction
- Negotiation
- Limited choices
- Diversion
- Reassurance
- Planned ignore
- Calm talking
- Calm stance
- Patience
- Swap adult
- Reminders about consequences
- Success Reminders

### **Formal Acknowledgement of the Behaviour as a Special Need**

If despite the approaches already described a child continues to behave inappropriately it may be necessary for formal special needs procedures to be put into place to help the child overcome the problem.

Parents are informed of concerns at an early stage and the possibility of further consequences may be discussed and agreed.

1. There will be an identification of the problems using Oxfordshire's moderation criteria and the child will be placed on the Special Educational Needs register at the appropriate level. A Provision Map and Pupil Profile will be generated and the child will have targets to work towards to help them deal with this behaviour. Further details will be found in the Special Educational Needs Policy.

This will be shared with parents who will have a part to play in supporting the school. There may be a contract with the school, a behaviour card or a home school book depending on the age of the child.

2. If there are repeated incidents parents will be called in to school to talk to the appropriate member of staff and further support will be designed and agreed by all involved to support the child.

3. If there is continuing concern, the Headteacher, teacher and parent will meet to discuss the next steps.
4. If appropriate the child will have an individual Positive Handling Plan and Risk Assessment written in conjunction with school staff, parents and the child.
5. Other agencies may be involved e.g., Educational Psychologist, Home School Link Worker, MHST and CAMHS.

### Review

This policy is reviewed annually by staff and governors. The Pupil Leadership Team are also actively involved in monitoring behaviour, consequences and rewards.

***This policy needs to be read in conjunction with the Safeguarding Policy***

This document was last reviewed and updated on 1<sup>st</sup> September 2023

The next scheduled review of this document is September 2024

Signed:  .....(Head teacher)

Date: 1/09/2023

Signed: .....D Townsend .....(Chair of Governors)

Date: 1/09/2023

DOJO Guidelines



- Use Dojo for Precise Praise
- DOJO Star of the day and/or week

Appendix 2



# Behaviour Toolkit



Directions are given in a **calm, firm, quiet voice**

Give instructions and **walk away** to show expectation of compliance - *'I need you to move to the chair over there. Thank you'*

**Expect** children time to comply with the first instruction and give them time to do so

Use **'Yes and,' 'and'** to divert from the secondary behaviour, focus on the primary behaviour and avoid conflict - *'Yes, you were just asking for a rubber and I need you to work on your own because I want your own ideas.'*

Give **short and simple** directions - *'Emma, (two second pause) you can choose to arrive for the next lesson on time or you can choose to do a lunchtime detention, thanks!'*

Use the **language of choice** - *'Andy, you have two choices. Either you choose to come outside with me now to discuss your behaviour or you choose for me to get a senior teacher to remove you from the room. What's your choice?'*

Use **double what questions** - *'Joe - What are you doing' 'What should you be doing?'*

**Name ... direction ... Thanks** - *'Kyle...baseball cap off...thanks'*

End instructions with **'thank you'** or **'thanks'** not please - *'Sarah, (two second pause) if you have an answer to a question then put up your hand, thanks!'*

**Stay focussed on the primary (not secondary) behaviours** - *'Sarah lets out a 'huff' but Mr. Gohil ignores this secondary behaviour.'*

Give **non-confrontational advice** - *'Sam (two second pause), it's important to sit with all four chair legs on the floor in case you fall backwards - thanks!'*

Use **positive do's** rather than don't *'Alex, I'd like you to choose to sit back in your seat. Thank you.'* Rather than *'Alex don't get out our your seat'*

Use **When and Then** - *'Trevor, when you've put up your hand then I will answer your question.'*

Use **I (not you) four part statements** - *'Sammy-Jo, when you are shouting at me (the behaviour not the person) it stops me from trying to help Simon (cause and effect) and I feel frustrated and annoyed (your feelings). I'd like you to choose to sit quietly and wait (desired behaviour) until I have helped Simon. I'll come and help you next.'*

Ask **'Are you Ok?'** To intervene early in non-confrontational manner.

## Appendix 4

### When it Really Kicks Off!

What do you do when a learner really explodes?

Paul Dix (2014) explains what to do and what not to do!

#### Discuss choices

Clearly and calmly explain the behaviours which you observed, how they relate to the class and the student has made a 'poor choices' so far. Tell the student that you want them to make better choices. You are then focusing on the behaviours and the student is less likely to feel personally attacked.

#### Don't chase secondary behaviours

Focus on the behaviour you are correcting and do not discuss anything else. If the student tries to divert you tell them that you understand what they are saying but they still have a consequence/need to make better choices in their behaviour.

#### Plan your interaction

Make sure that you take a moment to structure what you are going to say and keep to that 'script'. Think carefully about your verbal and non-verbal communication. Enjoy the skill of being able to stay in control of the confrontation.

#### Don't bring up past misdemeanours

Focus on the single, identifiable behaviour which you have seen. All students start each class with a clean sheet.

#### Remember that you are the adult

Losing your temper will leave you exposed. Try and see the interaction for what it is – an adult helping a child to learn about behaviour and make better choices.

#### Get on their level physically

If they are seated, try kneeling or bending over, rather than standing over them.

#### Avoid negative comments on cultural styles

Students should be allowed to dress themselves and their hair within the agreed limits of the school's dress code and to move as they please if this does not encroach on the space of others.

#### Respect students' personal space

Students may feel threatened and become agitated if their personal space is constantly violated. This does not mean, however, that teachers should ignore bad behaviour.

#### Use friendly gestures, not aggressive ones

Avoid pointing the finger. Open hands with upturned palms are less threatening.

#### Use student's preferred name

Ask each student how he/she would like to be addressed in the classroom and then respect that preference.

#### Ask questions rather than make accusations

Assume that the student is a responsible person. "Are you ready to begin?" is less confrontational than: "Put your magazine away. It's time to start class", especially spoken in a concerned and kind tone.

#### Deal with the behaviour problem in private

Reprimanding or 'shaming' students in front of their peers causes unnecessary embarrassment. Speaking to them privately respects their dignity and self-esteem.

#### Listen carefully when students speak

Remain open-minded and objective. Consider the messages of students carefully. Avoid interrupting them or offering unsolicited advice or criticism.

