Behaviour Policy

Key Document Details

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Curriculum Intent Statement for St Mary's Broughton Gifford Primary School

Our School Vision

Our vision, as a Church of England primary school set in a caring and nurturing village community, is deeply rooted in strong Christian traditions. We aim to develop happy people with enquiring minds and a lifelong love of learning, who are inspired by the world around them. We will ensure that they have the skills, knowledge and adaptability to thrive and flourish in life.

The Bible verse that sets our vision statement in context comes from the words of Jesus:

"I have come that they may have life, and have it to the full." John 10:10.

Our Curriculum Pledge

At St Mary's Broughton Gifford Primary School, our curriculum pledge is:

- We promise that we will have the highest expectations for all
- We promise that we will uphold our school Christian values
- We promise that we will all be inspired, excited, engaged and curious learners
- We promise to nurture life-long learning

St Mary's Broughton Gifford Primary School

We aim to inspire the members of our community to follow God's light and as a result:
form caring relationships, have high aspirations, embrace all opportunities, appreciate diversity, give generously and show environmental responsibility. In achieving our mission, we can all make a positive contribution to our global society.

Ethos Statement

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in its partnership with the church at Parish and Diocesan level.

The schools aim to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all pupils.

Aims

We believe that our behaviour policy should:

- Reflect the Vision and Values and ethos statement of the school.
- Promote high standards of behaviour throughout the school.
- Help children to understand that the purpose of the rules is to enable members of the school community to live and work in peaceful cooperation.
- Enable us to work in partnership with parents and carers so that together we can encourage appropriate behaviour.
- Establish strategies to enable all children to behave appropriately.
- Encourage children to resolve difficulties in positive and peaceful ways through restorative justice.
- To encourage consistency of response to both positive and negative behaviour.
- Recognise that behaviour is a way of communicating a need for some children.
- To acknowledge that some behaviours may result from loss or bereavement
- To promote self-esteem, self-discipline and positive relationships.
- Encourage forgiveness and reconciliation
- Recognise that trauma and/or adversity can negatively affect children's mental/physical health

Rationale

We believe that children need to feel safe and secure in an ordered environment if they are to achieve their personal best and to become responsible and confident members of the community. Creating such an environment is the responsibility of all members of the school community through recognising that they all have responsibilities and rights:

Responsibilities of Pupils:
- To learn to treat others with consideration and respect;
- To listen when others are speaking;
- To follow instructions from teachers and other members of staff;
- To learn new habits about keeping selves safe and healthy
- To sort out difficulties without making matters worse;
- To ask for help when needed;
- To do one's best;
- To let others learn;
- To observe school rules;
- To be ready for lessons and to have the equipment that they need.

Responsibilities of Staff:
- To create a safe and stimulating environment in which pupils can learn;
- To model the values and behaviours we expect to see in children at all times
- To treat pupils with consistency and respect at all times, without regard to race, gender or ability;
- To communicate with parents informally and formally.

Responsibilities of Parents:
- To support school rules and guidelines;
- To encourage their child to treat others with respect and model good behaviour themselves;
- To ensure that children attend school regularly;
- To ensure that children arrive at school on time;
- To ensure that their child has the equipment that they need at school, e.g. P.E. kit;
- To tell the school if they have any concerns about their child.

Rights of all members of our school community:
- To be treated with consideration and respect;
- To have own health and wellbeing needs recognised;
- To know what is expected;
- To feel safe;
- To be treated fairly.

Rights of Pupils:
- To be able to learn to the best of their ability;
- To be listened to by adults in school.

Rights of all our School Staff
- To be treated with respect by pupils, parents and colleagues;
- To have own health and wellbeing needs recognised
- To be able to teach without unnecessary interruption.

Rights of Parents
- To know that their children are safe;
- To feel comfortable speaking to all members of staff about their children
- To be sure that their children are treated fairly and with respect;
- To know that their children are given the opportunity to learn at school;
- To be able to raise concerns with staff and to be informed about their child's progress.

Christian Values Underpinning the Behaviour Policy

All adults and children will be expected to observe the School Values of:

Respect, Courage, Friendship, Perseverance, Forgiveness

#TheStMary'sWay

Behaviour Management Strategies

Praise and positive reinforcement are the main means of achieving our aims. Children need to feel valued, respected and safe and they need to have a sense of self worth and of responsibility. The security of clear, fair and consistent rules, with praise for children following those rules, is a major part of our policy. As such, the major emphasis in our Behaviour Policy and Procedure is upon expecting, noticing and praising positive behaviour: **#TheStMary'sWay**

Promoting Positive Behaviour: St Mary's Whole School Rewards

1. Anyone will be praised for following and keeping the school values; this will be explicitly both about children and adults in front of children, showing how adults are also upholding the school values/behaviour expectations. *Everyone* is responsible for praising thoughtful and responsible behaviour. The tag line *#TheStMary'sWay* will be referred to in order to recognise and refer to the school's behaviour expectations.

2. Dojo Points are awarded for displaying the school values and Christian ethos of the school. They are also awarded for good pieces of work and good learning behaviours, including displaying growth mindset behaviours. Dojo points are tallied up each term, linked with children's House Teams (Swifts, Robins, Kingfishers).

3. Children are nominated for the special Celebration Assembly on a Friday morning, where all members of the school community are welcomed to celebrate their successes. Children will be nominated for Star of the Week (*excellent learning*), School Values (*demonstrating a school value*) or Hot Chocolate Friday (*consistently doing the right thing*)

4. Sharing their good behaviour choices and work with others – pupils, teachers, principal, assistant principal, parents etc

5. Dialogue with parents via Dojo, phone call or at the gate

6. We may target specific behaviours for a limited time, including our termly focus value. This will be discussed with the children at the beginning of the period with the reasons for this emphasis. Praise and rewards may be given throughout the period in order to reinforce the desired behaviour.

7. Children in each class are rewarded by a class and/or group reward system as appropriate.

Promoting Positive Behaviour: Individual Rewards/Behaviour Strategies

For some children, a more focused, specific or bespoke system is required to help a child manage their behaviours. These will vary in design/purpose, but are aimed at targeting a child's specific behaviour/learning needs to better support them in class.

Managing Negative Behaviour

For effective learning to take place a quiet, yet firm, insistence on high standards of behaviour needs to be established at all times. This needs to be consistently applied across the school by all staff members. We recognise that children achieve success in learning social behaviour at different rates.

All staff take care to ensure that children are shown respect at the same time as rejecting the negative behaviour… it is the *behaviour* that is rejected, *not the child*. Children's self-esteem can be maintained if sanctions are seen to be fair and just.

The school has developed a list of **Low, Medium and High-Level Behaviours** which school would like to discourage in children to help children and staff have an agreed understanding of the varying degrees of severity and how to respond to them. This helps ensure a fair approach to all children from all staff. Behaviour incidents are logged by staff on CPOMS: CPOMS is a tool that is used by all adults in the school to record instances of behaviour that breaches our school policy. CPOMS is regularly reviewed for trends by the SLT & Safeguarding Team.

Examples of Low, Medium and High Levels of Behaviour

Low-Level Behaviour	Medium-Level Behaviour	High-Level Behaviour
Accidental damage to property	Arguing back/backchatting (disrespectful) to adults	Acting dangerously
Avoiding work	Behaving disrespectfully	Bullying
Being noisy	Being disrespectful to others	Child on child physical abuse
Being unfriendly/unkind	Child on child abuse	Child on child sexual abuse
Disturbing/Disrupting other's games	Constantly going in and out of building	Child on child verbal abuse
Disturbing/disrupting the learning of other children	Continual teasing/name calling	Continuation of behaviours on return from an exclusion
Excluding others	Continuing to break rules	Dangerous/Threatening behaviour
Hindering other children	Damage to property through being silly/careless	Deliberate damage to property - vandalism / graffiti
Inappropriate wandering around the classroom	Discrimination (based on ignorance)	Discrimination
Interrupting staff member	Disrespectful towards school resources	Fighting
Messing around in the toilet	Hitting / kicking back out of frustration	Hurting - premeditated
Not following school rules	Ignoring instructions	Intentionally hurting others
Not lining up	Inappropriate sexual behaviour	Physically hurting others
Not sharing	Inappropriate sexual comments	Purposefully leaving classroom without permission
Not telling the truth	Not respecting school equipment	Pushing (intending to cause harm)
Off task	Physical contact with another child (low level)	Racial abuse*
Play fighting / rough play	Purposefully not engaging in learning	Running out of school
Playfighting	Pushing (consistently)	Serious damage to school equipment
Purposeful silliness	Repeatedly disturbing others' games	Spitting at an adult
Pushing in	Repeated disobedience	Stealing resources/others possessions
Spoiling other children's games	Repeatedly being unkind	Sustained and frequent attempts to hamper the teaching and learning
Squabbling	Repeatedly disturbing the class	Swearing at an adult
Talking out of turn, calling out	Repeatedly shouting out	Swearing including gestures
Teasing / name calling	Rudeness to other pupils	Theft
	Speaking disrespectfully	Throwing furniture
	Spitting at a child	Total refusal to follow instructions
	Swearing at another child	Using racist or in appropriate language
	Theft (unauthorised borrowing)	

Managing Low-Level Behaviour

Should a child not follow the school values/behaviour expectations, a number of sanctions can be employed. The teacher will always start with the least intrusive to regulate, only moving towards more intrusive interventions if the behaviour does not improve. More detailed strategies can be found in *Appendix 1: St Mary's Behaviour Management Strategies*, including but not limited to:

- Acknowledge child's behaviour through a **non-verbal** means**;**
- **Naming** the child**;**
- **Praising** other children with the desired behaviour;
- **Showing** displeasure through a glance, gesture or expression;
- **Defusing** the situation by humour or affection;
- **Stimulating** a new interest or activity;
- **Suggesting** a move of place**/location;**
- **Providing** support from TA or teacher;
- **Positive** intervention, by anticipating places where the child may get stuck or situations which they may find problematic;
- **Appropriate praise will be given for returning to acceptable behaviour**

Escalating Low-Level Behaviours

If these range of strategies have proved ineffective and behaviours continue, the following steps should be followed. Use of the sentence stems by all staff will ensure clarity and consistency when following the policy.

- **STEP 1: REMINDER**: The child will be given a verbal reminder, focusing on what behaviours you want to see, such as:
    - "*I need you to…*"
    - "*This is a reminder to…*"
    - "*You should be…*"

- **STEP 2: WARNING**: The child will be given a 1:1 verbal warning:
    - "*This is your warning.*
    - *"You need to…otherwise, the consequence will be…"*

- **STEP 3: CONSEQUENCE**: Another verbal warning may lead to missing 1/2/5 minutes of playtime, as appropriate for the age/stage of a child. This can increase if the behaviour doesn't change. This time cannot be earned back and should take place in an appropriate, safe and supervised location. Staff should state clearly in a non-judgemental, factual way so as to ensure behaviours do not escalate, such as:
    - "You have continued to….. As a result, the consequence is…"

    STEP 4: FURTHER CONSEQUENCE: If a child's behaviour continues to be disruptive despite multiple warnings/consequences, to ensure the child and their class are able to continue learning effectively, further consequences may include:
    - **Intervention/support** from a member of the **SLT**
    - Sending to a **different classroom/space** for a set amount of time for **Reset Time**
    - Reporting behaviour concerns to parents and logging the incident on CPOMS.

- **FINAL STEP: REFLECT/REPAIR/RESTORE:** Time should be given for a child to reflect on their behaviour and make apologies/repair/fix a situation as appropriate to the situation. Forgiveness/reconciliation should be encouraged where appropriate, including giving apologies to affected children/adults where necessary. For some behaviours, there will be a natural form of repair/reconciliation, such as writing a letter of apology, helping to tidy up/fix something etc, that should be encouraged. The following questions can be used as a scaffold to support restoration:
    - "*What **happened**?*"
    - "*What were you **thinking** at the time?*"

- o *"What have you **thought** since?"*
- o *"Who has been **affected**?"*
- o *"What should we do to **put things right**?"*
- o *"How can we do things **differently** in the future?"*

Managing Repeated Low-Level Behaviours or Medium-Level/High-Level Behaviours

A neurosequential model (B.Perry) is employed to de-escalate and understand a child's behaviour and then to collaboratively resolve a situation non judgmentally. The model uses 4 actions:

1. **Regulate**: risk assess and de-escalate the behaviour
2. **Relate**: connect with child and acknowledge how child and self are feeling
3. **Reflect**: define behaviour and what consequence may be so can we solve together
4. **Repair**: re-connect with child, restore trust and relationship; encourage forgiveness and reconciliation

- Level 2/3 behaviours may require **skipping directly to Step 3 or Step 4**, including de-escalation, removing a child from a location and/or involving SLT if a child is significantly disruptive and/or posing a risk to themselves/others/the environment

- For all classes, repeated **Low-Level** behaviours and **all Medium-Level/High-Level** behaviours will be recorded on CPOMs. The Principal and Class Teacher will monitor this system and review management systems as necessary. Three times of logged behaviour will result in parents being called in for a meeting.

- High-Level Behaviours will always result in parents being contacted.

- If the disruptive behaviour continues, the class teacher may suggest a more individual way of dealing with the behaviour. The child may be monitored with a behaviour/sticker chart etc. CPOMs will be used to monitor behaviour.

- For children with particular behaviour needs an Individual Behaviour/Support Plan may be set up in consultation with the child, the parents and the class teacher.

- Children who present a Health and Safety risk to themselves or others will be removed from the situation immediately.

- Serious misbehaviour may result in suspensions or exclusions. For information on suspensions/exclusions, please see TWHF Behaviour Policy for reference.

Child on Child Abuse

Child on child abuse is not acceptable, will never be tolerated and is not an inevitable part of growing up.

Procedures in place to minimise the risk:

- The school's ethos encourages pupils to raise concerns with staff, knowing that they will be listened to, believed and valued. (For example, identifying 5 key adults through hands on pegs, through lessons, displays in the school, posters advertising helplines eg Childline.)
- Systems are in place for pupils to confidently report abuse, knowing their concerns will be taken seriously.
- We deliver a Relationships Education and Health Education in line with the DfE statutory guidance. This develops pupils' understanding of healthy relationships, acceptable behaviour and keeping themselves safe. This curriculum is broad, balanced St Mary's BG Primary use Jigsaw and the 'Choices' programme to support the teaching of this.
- Staff receive regular training to ensure they know the signs and indicators which may suggest a pupil is at risk of child-on-child abuse and understand their role and responsibilities to report to the safeguarding team as soon as possible.
- Our school has a zero-tolerance approach to abuse and regular staff training ensures that incidents of child on child abuse are never passed off as 'banter', part of growing up or 'boys being boys'. All incidents of child-on-child abuse are reported to the safeguarding team.

All concerns about child on child abuse will be taken seriously and never ignored. Pupils are encouraged to report anything which makes them feel uncomfortable. The school's response will be proportionate, considered and supportive as outlined in the Behaviour and Discipline Policy which also details appropriate sanctions and reporting related to child on child abuse.

Bullying

The definition of bullying that has been adopted by Wiltshire's Children and Young People's Trust Board and Wiltshire's Anti-Bullying Steering Group is:

'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

'Bullying is the physical or verbal abuse of another individual so that their safety, confidence and happiness are diminished.'

St Mary's Primary School makes a clear statement that any incidents of child on child abuse, including bullying is unacceptable. We deal with bullying swiftly and effectively. This includes bullying based on a pupil's special needs, race or gender. We encourage parents and children to alert us to bullying if and when it occurs. Reports of bullying will be investigated by the Principal; true incidents of bullying will be logged in the bullying log.

All members of the school community will be made aware that bullying is unacceptable at all times; Bullying includes physical assault such as intentional or continuous hitting or kicking or non-physical behaviour such as name calling, taunting, threats, being excluded from groups, etc. Occasional unkind behaviour will not be regarded as bullying and will be subject to the normal sanctions for misbehaviour;

- Victims and witnesses will be encouraged to tell someone and this will be reinforced during Circle Time;
- All children involved in an incident of bullying will be asked to describe the incident in their own words as soon as possible after it happens and notes will be taken;
- If the incident is proven to be bullying the Headteacher will inform the parents of all concerned, invite them into school for a discussion of the situation, inform them of what is to be done about the incident, offer help, support and feedback and record the incident in an Incident File;
- Our school has an Anti Bullying policy and it will be reviewed bi annually

- Our school will hold a biannual Anti Bullying Week in conjunction with the national anti bullying campaign
- Serious incidents will be discussed with the Safeguarding Link Governor

Full details of the schools definitions and approaches to effectively preventing and managing bullying can be found in the school's Anti-Bullying Policy.

Racist Behaviour

'Racism means to us any type of abuse, which is inspired by prejudice based on culture, race or belief. Our School will actively seek to counter it, if and when it occurs. We teach positively about other races and faiths and encourage children and parents to challenge racism whenever we see it.'
This school does not discriminate children or staff on the basis of gender, sexual orientation, race, colour or religion.
We offer the same encouragement, support, consideration and care to all, and adapt experiences of teaching and learning to each, according to their needs.
 (See separate Race Equality Policy)

- Any racist behaviour, including racist name-calling or racist comments, is unacceptable at all times and will be dealt with severely. In the event of a racist incident the Headteacher will inform the parents of all concerned, invite them into school for a discussion of the situation and record the incident in the Racist Incident Log.

Equal Opportunities

As a school, we will work to ensure that all pupils have access to all activities and support that the school has to offer. We will ensure that action is immediately taken if this is not the case for any member of our school community, because of the behaviour of another person.

Incidents involving children with SEN, disabilities and or medical conditions and Social, Emotional and Mental Well-being needs:

Difficult behaviour may be linked with Special Educational Needs and may constitute a Special Need in itself. Children in this situation may have an Individual Behaviour/Support Plan drawn up in consultation with the child, class teacher, Special Educational Needs Coordinator and parents. This may lead to the involvement of outside agencies, e.g. Educational Psychologist, Behaviour Support Team.

As a school we recognise the impact of trauma and adversity on children's mental and physical health and behaviour. The SENCO and Inclusion team will monitor the behaviour of identified children and support staff with implementing appropriate strategies to manage behaviours that are challenging, disruptive or withdrawn to enable to child to access all aspects of school life.

Support can include:

• ELSA (Emotional Literacy Support Assistant)
• Thrive
• ABC charts (identifying behaviour patterns and triggers)
• Drawing and talking time
• Equine
• Behaviour charts
• Communication logs with home
• Time to Talk
• Play Therapy

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, at Forest and Sandridge, we consider the risks carefully recognising the additional vulnerability of these groups.

As a school we consider our duties under the Equality Act 201041 in relation to making reasonable adjustments by planning positive and proactive behaviour support. This is done through the drawing up of individual behaviour plans for more vulnerable children, and agreeing them with parents/carers. We recognise by doing this as a school we reduce the occurrence of challenging behaviour and the need to use reasonable force.

Safe Handling/Use of Reasonable Force

Physical restraint will only be used if a child is a danger to themselves, others or if there is serious threat to property. Staff will be trained in 'Team Teach' strategies as good practise where necessary. The method of restraint used will use minimum force for minimum time, will be recorded on an Incident Form and will follow Wiltshire County Council Policy and Guidance on the Use of Physical Restraint in Schools. (Detailed recording on CPOMS)

On rare occasions it may be necessary to remove a pupil from danger or to protect themselves or others. We use the minimum of force and follow the guidelines laid down by the DCSF.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children after de-escalation strategies have been ineffective AND to prevent injury to a child, an adult, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. This policy should be read in conjunction with the White Horse Federation policy on physical restraint of pupils. Any use of physical restraint will be recorded on CPOMS using the Physical Intervention category.

Other steps taken may include:
- Creating a calm environment that minimises the risk of incidents arising that might require using force
- Using circle time approaches to teach pupils how to manage conflict and strong feelings
- De-escalating incidents if they do arise
- Only using force when the risks involved in doing do are outweighed by the risks involved in not using force
- Risk assessments and positive handling for individual pupils

(See DFE 'use of reasonable force' 2013)

Supporting Literature

- Exclusions Policy
- Policy and Guidance on the Use of Physical Restraint in Schools
- Racial Incidents Policy
- Anti Bullying Policy
- Safeguarding and Child Protection Policy

This policy was agreed by the governors of St Mary's Broughton Gifford Primary School

Reviewed: February 2024

Next Review Date: September 2024

Behaviour Log

Date:	Name of person filling out log:

Name(s) of children whose behaviour is being reported:

Description of incident (Including what happened prior to the behaviour):   What is agreed in relation to the incident?   Is anything disputed?

Action taken by adult e.g. restorative justice / seeking witnesses:

Behaviour Level (please circle) Low, Medium, High	Repeated / One off

Appropriate / agreed sanction (if any)

Any further action by head teacher e.g. informing parents, exclusion.

Head's signature