



Nurtured. Inspired. Prepared.

Working together to be the best we can be.

Streethay Primary School

Behaviour Policy



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Equality Impact Assessment

This policy has been equality impact assessed and we believe it to be in line with the Equality Act 2010. It does not have an adverse effect on any of the protected characteristics.

At Streethay we are ambitious about inclusion and go much further than our statutory duty. When writing and developing policies we review our plans against our inclusion goal below.

‘Every person in our community at Streethay should feel safe, supported, celebrated, valued, and feel like they belong.’

Behaviour Policy Principles

Streethay Primary 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 expectations of being: ‘Ready, Respectful, and Safe.’

Our approach to behaviour is strongly influenced by our vision to **‘Nurture. Inspire. Prepare.’** We believe for children to be prepared for future life they need to be aware of the importance of law and rules. We hope our children leave us with an understanding of their impact on others and the mental agility to self-regulate when under stress. We also use our collective values and character traits to support our ethos around behaviour.

Values

Humanity – Always kind
Responsibility – Own it and care
Excellence – Reach for the stars
Innovation – Think outside the box
Integrity – Honesty is best
Community – Stronger together

Character Traits

Resilient – Never give up
Curious – Ask questions
Optimistic - Believe in you
Craftmanship – Make exceptional work
Empathy – Listen, think, understand
Eloquent – Use words wisely

Our behaviour policy is also influenced by the work of Paul Dix and in particular his book titled, ‘When the Adults Change Everything Changes’. Please see a quote from the book below.

“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 students 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.”

Aim of the behaviour policy

- To provide a safe, comfortable and caring environment where optimum learning takes place.
- To provide clear guide for children, staff, and parents of expected levels of behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally.
- Adults use consistent language to promote positive behaviour and

- To use restorative approaches instead of punishments

Purpose of the behaviour policy

- To provide simple, practical procedures for staff and students that:
- Foster the belief that there are no 'bad' students, just 'bad choices'.
- Encourage students to recognise that they can and should make 'good' choices.
- Recognise behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

Responsibilities

All staff must:

- Take time to welcome students at the start of the day.
- Be at the door of their teaching rooms at the beginning and end of each lesson.
- Never walk past or ignore students who are failing to meet expectations.
- Always redirect students by referring to 'Be Ready, Be Respectful and Be Safe'

The Principal and The Senior Leadership Team must:

- Be a visible presence around the school.
- Regularly celebrate staff and students whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/postcards and certificates/stickers/beads
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.
- Support teachers in managing students with more complex or challenging behaviours.

Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all students.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by students.
- Demonstrate unconditional care and compassion

Students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour
- Behaviour for Learning

Streethay Primary expectations

'Be Ready, Be Respectful and Be Safe'

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our Behaviour Blueprint (see appendix 1) sets out and summarises 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.

The school has 3 simple rules '**Ready, Respectful and Safe**' which can be applied to a variety of situations and are taught and modelled explicitly. Class teachers and provision leaders encourage the children to identify lists of expectations which sit underneath these

Class Behaviour Charters

Class Teams agree a Class Charter that all children and teaching staff sign at the start of the academic year. This will set out what it means to "**Ready, Respectful, Safe**". Then teachers will routinely talk to pupils about the school expectations, celebrations, sanctions and behaviour policy, especially at the start of each short term. The children will also be reminded of these whenever it becomes necessary during the day, week or term. All classes must display the behaviour expectations, a recognition board and the Streethay card system.

Pupil Responsibilities

We encourage children to have important roles and responsibilities including: Taking the register to office with TA; Librarians; Lunchtime Supervisors; Play Leaders; Forest School Leaders and School Council Representatives.

Inclusive Approach

Streethay Primary recognises that at certain stages in a child or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:

- Social, Emotional, and Mental Health Needs (**SEMH**) and/or;
- Adverse Childhood Experiences (**ACE**).
- Special Educational Needs (**SEN**) and Disabilities (**SEND**)

Staff are trained to support pupils with SEMH, SEND or suffer from ACE. If a pupil displays behaviours which suggest an undiagnosed need, then the graduated response as outlined in the SEND Policy should be followed. This includes:

- an assessment to establish a clear analysis of the pupil's needs
- a plan setting out how the pupil will be supported using a Personal Support Plan (PSP)
- the required actions to provide the support
- regular reviews to assess the effectiveness of the provision and identify any recent changes

Playtime and lunchtime supervision

Behaviour during morning break is monitored by the staff on duty. The same expectations about behaviour will apply and the same rewards and sanctions will be applied as in classes. Behaviour during lunchtime is the responsibility of the staff scheduled to supervise. Midday Supervisors will be expected to lead play activities and ensure that pupils are playing well together. Pupils will also be provided with opportunities to lead play through the role of Play Leaders.

A member of the Senior Leadership Team will be on duty on a daily basis to support the staff and lunch time managing instances of more extreme behaviour.

Trips and visits

When taking part in educational visits, including those with a residential element, pupils will be expected to display the very highest standards of behaviour and good manners, with an emphasis on displaying our values, as representatives of the School.

- As part of the preparation for the trip, explicit expectations will be made clear to both the pupils taking part, and their parents/carers.

- As part of the formal risk assessment for the trip, the Principal will evaluate the Behaviour Risk Register and evaluate whether any recent behaviour constitutes an unreasonable risk to other pupils, or staff, and what steps will be taken to mitigate the identified risks.

Liaison with parents/carers and other agencies

Working with parents/carers is an important part of supporting pupils with their behaviour. The School therefore makes sure that parents/carers are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low-level nature. Parents/carers are actively encouraged to be involved in their children's education at all times as we believe they have a major influence on the development of their child's personality and behaviour.

The School works with a number of agencies which are available to support pupils and families with behaviour either at home or School, or both.

Rewards Over and Above

Praise

The simplest and most effective reward that our pupils can have is praise. In order for praise to be most effective it needs to be:

- specific and linked to an achievement or action of merit;
- sincere and genuinely expressed with appropriate language and tone;
- personalised through the use of the pupil's name;
- consistently used in all lessons as a part of our teaching;
- discreet and private at times when appropriate.

We do use stickers, prizes and point systems but these are used with care and precision. We want to train our children to make the right choices all the time and not to just to receive a reward. Therefore, our formalised rewards aim to celebrate those that 'above and beyond' our expectations. We also try to maintain a growth mindset meaning that we celebrate effort as well as achievement.

Recognition Boards

Every class has a recognition board which is used as a tool to set standards. Teachers set behaviour (or learning) targets for the whole class and those that try get to have their picture displayed. Those that succeed against the target are celebrated with class agreed methods, e.g. special whoosh, front of line, round of applause.

Silver Star of the Day

Silver stars are awarded daily in class. They are for children that have impressed their teachers and perhaps made a small change. Children who are selected to be the silver star wear a special lanyard and sit on special chairs in the classroom.

Gold Star of the Week

Each week we pick two children that have impressed us the most. At Streethay we have a growth mindset, so we reward the process as well as the outcome. We usually celebrate our Gold Stars in assembly on a Friday. They receive a certificate, a prize and enjoy lunch on our top table with Mr Taylor.

Superstar Award of the Half Term

Every half term we choose two children who have consistently lived by our values and we make sure they have a really special day. Chosen children receive an extra special prize and

their name and superstar statement is displayed in our entrance. We want everyone who visits Streethay to know how proud we are of our Superstars!

Exceptional Work

We are all capable of exceptional work! We like to celebrate work that demonstrates our characteristic traits such as craftsmanship, curiosity or resilience. Exceptional work is displayed on various boards around school, it can also be found on our social media platform and in the class pages section of our website. We even celebrate exceptional work completed by our staff!

House Point System

We have a house points system from Year 1 and above. With incremental and age-appropriate rewards. This is used as a consistent reward approach using Trackit online software.

Over and Above, Headteacher's Rewards

Class teachers regularly send home well-done texts. We also have a half-termly Headteacher's Award which aims to reward our hardworking children that consistently get it right.

Sanctions

Sanctions *should*:

- Make it clear that unacceptable behaviour affects others and is taken seriously
- Not apply to a whole group for the activities of individuals
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
- Following or during a sanction the child should be taught reflect on their behaviour and learn how to address this and change their future behaviour
- Staff expect to see a change in the child's behaviour and will immediately seek to praise positive behaviours seen; an apology will not be expected but may come at the time or later when the child recognises the impact of their behaviour

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, not be made personal to the child.

At Streethay we use an online system to escalate sanctions appropriately.

Stepped Sanctions and Mantras

Microscripts should be used appropriately to indicate expectations and provide supported next step. Time out should be a supportive measure to allow self-regulation.

1. Verbal reminder	Cue in with name. Let's make sure we are _____		Restorative Questions
• Reminder of school rule	(school rule).		
2. Stop and think			1. What happened?
• Thinking time in class	I have noticed you are not _____ (school rule). Take a minute to think and get back on track.	Orange	2. What were you thinking at the time?
• Self-regulation encouraged	Thanks for listening.		3. What have you thought since?
• Reminder of rules			4. How did this make people feel?
3. Put it right	This is your last chance to put it right. Remember when you _____ (add positive memory). I know you can do it. The consequence of this will be _____	Yellow	5. What should we do to put things right?
• Thinking time out of class	How can we put it right?		
4. Consequence			
• Thinking time with SLT			
• Immediate proportionate consequence	You have chosen not to put it right. The consequence will be _____. Thank you for listening.	Red	
• Behaviour recorded			

Language around Behaviour

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.
- Incidents are logged when serious and of note for the staff to share with others. It is important that what has been actioned as a consequence is recorded too.

Restorative Approach

We encourage children to reflect on their behaviour and seek to restore relationships. Following application of our sanctions staff use questions to encourage children to proactive think about how to put it right and about the implications of their actions.

Serious Behaviour Incidents and Challenging Behaviour

Risk Assessments

Children who exhibit more challenging behaviour will require a risk assessment to be done. This should be completed by the class teacher and a copy given to SENCO and any other adults who need to know. Teachers, Parents/Carers will need to sign this form, acknowledging the steps to prevent or distract, following a confidential meeting where the RA is explained to parents/carers.

Bullying

We take this issue very seriously in our school; therefore, we have established a separate set of guidelines/policy for Anti-Bullying and Hate which form part of this overall set of guidelines. PSHE curriculum and whole school assemblies tackle these subject areas including Cyber-bullying. We have positive links with our PCSOs/PC who come into school to teach the children and relate this to how they should follow rules and the law in adulthood.

Racial Abuse

The school will take any form of racial abuse as a very serious incident and it will be dealt with accordingly. If a serious level of racial abuse is overheard by an adult, the child will be spoken to about the use of language and may be excluded depending on their age, understanding and intention of the language. All racist incidents and outcomes of incidents are recorded in a book kept in the main office.

Use of Reasonable Force and Restraint

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Our workforce is periodically trained in positive behaviour intervention strategies and therefore, we are consistent with this implementation across school. Any physical intervention is logged and communicated to parents.

Use of Reasonable Force:

According to the Government: All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. DfE-00059-2013

Physical restraint should only be used as a very last resort in circumstances where a child, children or adult are in danger from harm. Where necessary staff receive training in positive physical restraint and handling.

Physical techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these injuries are not to be seen necessarily as a failure of professional technique, but as a regrettable and infrequent "side-effect" of ensuring that the child remains safe. Whilst the physical techniques used can reduce risk there is always a risk when two or more people engage to use force to protect, release or restrain.

Use of Dangerous Substances and Materials

It is totally unacceptable for any of these substances or materials to be used or brought into school (this list is not exhaustive):

- knives
- cigarettes
- any form of illegal drugs
- fireworks
- any form of weapon
- matches

The Principal and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent. If a pupil is found to have or used any of these materials, the Principal will follow the Local Authority guidance and we will take this very seriously. We may also contact the Police (PCSO/PC) to talk to the child and their parent/carers.

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
- poses 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.

Isolation and Exclusion

Reflection and isolation

For serious incidents of unacceptable behaviour, or for persistently disrupting the learning environment for others, the School may decide that a pupil should be removed from their class for part of the day (first incident) or a full day (repeat incidents). Internal isolation from the School community takes place within a safe area and is the preferred alternative to Fixed Term Exclusion. The child will be supervised at all times by a member of staff and appropriate, challenging work will be set for the duration of the day. The child may be excluded from social interaction e.g. break time etc, but will be provided with comfort breaks and the opportunity to be outside for part of break time.

Parents/carers will be expected to attend School for a meeting with a Senior Leader to agree a reintegration plan before they are allowed back into lessons. At this point, the child will normally be placed on a Senior Leadership Team Report and a Pupil Behaviour Support Plan will be devised (if not already in place).

Should the pupil fail to comply with expectations in the safe area, they may have additional time added to the sanction or, in extreme cases, they may receive a Fixed Term Exclusion.

Exclusions

Exclusions either fixed-term or permanent are an absolute last resort. We follow the guidelines set by the Department for Education and those of our Academy Trust. Please see separate Exclusions Policy.



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Behaviour Blueprint

Adult Consistencies

- Meet and greet
- First attention to best conduct
- Relentlessly bothered
- Never walk past
- Use positive language
- Aim to praise in Public (PIP) reprimand in private

School Rules

Ready
Respectful
Safe

Over and Above Recognition

- Daily Silver Star, weekly Gold Star and half termly Super Star
- Recognition board
- Phone calls and texts home
- Headteacher Rewards
- House Points

Graduated Response

We categorise pupils using the below broad areas. This helps us prioritise and ensure needs are met. A best fit approach is used.

Stepped Sanctions and Mantras

Microscripts should be used appropriately to indicate expectations and provide supported next step. Time out should be a supportive measure to allow self-regulation.

1. Verbal reminder	Cue in with name. Let's make sure we are _____ (school rule).		Restorative Questions
• Reminder of school rule			
2. Stop and think			
• Thinking time in class	I have noticed you are not _____ (school rule). Take a minute to think and get back on track.	Orange	1. What happened?
• Self-regulation encouraged	Thanks for listening.		2. What were you thinking at the time?
• Reminder of rules			3. What have you thought since?
3. Put it right	This is your last chance to put it right. Remember when you _____ (add positive memory). I know you can do it. The consequence of this will be _____	Yellow	4. How did this make people feel?
• Thinking time out of class	How can we put it right?		5. What should we do to put things right?
4. Consequence			
• Thinking time with SLT			
• Immediate proportionate consequence	You have chosen not to put it right. The consequence will be _____. Thank you for listening.	Red	
• Behaviour recorded			