



NAME OF POLICY: **POLICY FOR BEHAVIOUR**

DATE OF POLICY: January 2016 (Significant changes made to previous policy dated 2012)

REVIEW DATES: September 2016/ September 2017 / September 2019/amendment and additional policy made June 2020 as a result of COVID) / **September 2020**

At Bocking Church Street Primary School all staff and governors are fully aware of their responsibilities regarding safeguarding and promoting the welfare of children.

This policy has been written taking all aspects of safeguarding into consideration.

Please note, that throughout the policy parent refers to the parent or carer of the child.

This policy has been written to take into account advice from DfE Behaviour and Discipline in Schools advice for Headteachers and school staff January 2016.

Positive behaviour in schools is key to academic achievement, and inseparable from safeguarding, the well-being of pupils / staff and all other aspects of learning. There is much in educational literature on the requirement for a whole school approach when promoting healthy emotional wellbeing and positive behaviour. School senior leaders should be active in promoting a positive approach to this and there should be a shared ethos for the school, which emphasises care, respect and responsibility. The cornerstone of such an approach is that it is owned by the whole school community, including staff, pupils, parents and the school governors.

*Schools should always consider behaviour (and responses to it) in the context of keeping children safe. Keeping Children Safe in Education (DfE, 2020) states that: "Safeguarding and promoting the welfare of children is everyone's responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. **This means that they should consider, at all times, what is in the best interests of the child**".*



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Introduction

At Bocking Church Street Primary School we aim to ensure a happy, healthy, fulfilling future for all by:

- Providing a broad and balanced curriculum
- Our commitment to the highest possible standards
- Supporting children, and their families, as they aim to fulfil their potential
- We aim to foster concern and respect for each other, nurturing self-confidence, self-esteem and self-motivation in order to prepare for life-long learning.

At Bocking we Learn, Grow, Achieve Together. To help support this we have seven Keys to Success for our school which underpins the work that goes on within school. These are:

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In this climate, we believe our children will begin to develop the social, personal and academic skills that will lay the foundations for the future.

A whole-school approach to the promotion of positive behaviour and emotional well-being enables staff to support each other and involves them in open discussions about behaviour and safeguarding, without individuals feeling their classroom management skills are being questioned. Because staff support has been identified as one of the major factors in coping effectively with difficult and harmful behaviour, best practice is where they receive appropriate training which is regularly updated. Staff should be supported and empowered through training that identifies strategies to respond appropriately and, done effectively; this should reduce the number of significant incidents in future.

In dealing with inappropriate behaviour staff ensure that children know that it is their behaviour that is unacceptable not the individual. We feel it is important to convey the belief that all children are capable of positive, pro-social behaviour and that is what we expect of them.

All adults in the school provide exemplary role models of considerate and polite behaviour, use appropriate language and observe common courtesies among themselves and with children. The staff are sensitive to the needs of all children at Bocking.



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Classroom expectations.

The curriculum is central to maintaining order in school. It provides opportunities for discussing the need for rules in society and how they protect our rights.

Staff promote a sense of self discipline and of caring for one another, through work which involves a balance of class, groups and individual work. Tasks are planned appropriately for children so that they are challenged and interested. This helps avoid instances of low level disruptive behaviour.

Classroom expectations are discussed and negotiated between staff and children, usually at the beginning of each year, during a PSHCE lesson. The number of rules is limited as they are positively phrased. They are referred to as regularly as required and are displayed prominently in each class.

When discussing behaviour with children, particularly children who may have SEMH needs or an identified behaviour need, we use the language of red and green behaviour. Our expectation is that children will present 'green' behaviour. If we observe red behaviour (see appendix 2 for examples of red behaviour), it is likely that there will be one of the described consequences, which maybe restorative or protective put in place. See below for an outline of these consequences.

Staff have been trained to anticipate confrontational situations and find ways to defuse them.

Staff have a range of strategies for raising children's personal self esteem and to help them gain a sense of community and individual responsibility, for example

- Opportunities to work in a variety of groups and partnerships
- Role play
- Circle games and trust exercises
- Cross cultural experiences
- Teamwork and games

The environment is also well planned to promote positive behaviour. Resources are tidy, well kept and readily accessible. Children are taught how to use these with respect.

Lunchtime behaviour

Lunchtime should be an enjoyable social occasion – a time when all those skills learnt in the classroom can be put to practical use and extend the learning environment into the playground. Children need to feel safe on the playground and there is an expectation that the behaviour at lunchtime follows our whole school approach. There are clear and consistent expectations for lunchtime behaviour.



Behaviour management

Our children are taught that our policy is to reward positive behaviour through frequent private praise, recognition stickers or a supportive hug (see appendix for supportive hug) which recognise the children's own personal achievement, approach to learning and/ or efforts. For example: pro social behaviours such as making progress in learning, holding a door open, being polite or helping someone who is hurt.

There are times when children display difficult or dangerous behaviour, which can be for a number of different reasons. The children are always given the opportunity to think about their inappropriate behaviour and are given opportunities to make a decision about how they might change their behaviour. Inappropriate behaviour in school does have consequences which can be educational or protective consequences.

Protective consequences: required to protect the rights of others

- Increased staff ratio
- Change of timetable
- Child may be asked to work in another class
- Arrangements for access to outside space
- Escorts in social situations
- Differentiated teaching space i.e the child being asked to work in another class
- Appropriate use of internal or external exclusion (using the time to reflect, amend plans and identify other appropriate interventions to support the pupil upon return)

Following any serious harmful (or potentially harmful) incident, as part of safeguarding measures, a risk assessment should be completed to inform planning and future practice. Best practice suggests that all protective consequences should run alongside educational consequences, as there is the risk that long-term behavioural change will be limited without this.

Restorative consequences

Children are given the opportunity to repair any damage to property or feelings by tidying up or apologising if and when this is appropriate to do so.

Educational consequences: required to motivate and support the pupil to behave differently next time. The children are always given the opportunity to think about their inappropriate behaviour and are given opportunities to make a decision about how they might change their behaviour.



Examples of educational consequences

- Ensure the pupil completes the task they have disrupted
- Rehearse / model situations through intentional teaching of prosocial behaviour
- Ensure the pupil assists with repairs where they have caused damage (when possible and practical)
- Intentionally provide educational opportunities for the pupil to learn about the impact of certain actions and behaviours
- Provide the pupil with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (the Restorative Justice approach is one that could be used)

In some extreme cases further consequences may be used:

1. The child may be referred to see a senior member of staff. The following steps are to be followed: a) Key Stage lead, b) deputy head/ SENCo, c) headteacher
2. Parents may be contacted to discuss ways of helping to improve behaviour
3. If there is pattern of behaviour which becomes frequent it may be necessary to place the child on our register for children with additional needs for their behaviour; a one plan and individual risk management plan will be created between the child, parents and teacher to ensure that appropriate targets for behaviour are set and strategies for meeting these targets identified.
4. Fixed term exclusion
5. Permanent exclusion

If a child's behaviour is unacceptable towards another child or adult in school, enough to cause extreme concern parents will be informed.

Exclusion

Exclusion will always be the last resort and usually follows an attempt to modify behaviour over a period of time. However instances of harmful behaviour exclusion maybe the only option. **Harmful behaviour** (sometimes referred to as '**dangerous**' behaviour) in the school context encompasses behaviour that is generally:

- physically aggressive towards adults or other pupils (including pushing, punching, kicking, biting, scratching, spitting, head-butting)
- verbally abusive (and may include racist/homophobic/sexist abuse)
- destructive, including destruction of property and the environment;



- self-harming, including head banging, scratching, hitting, kicking, biting and poking
- striking another adult / pupil with an object

Occasionally children may run out of the classroom or out of school. In such an event the following procedure will be undertaken:

Leaving the classroom without permission

- The class teacher will remain with the class
- The class teacher will inform a senior member of staff as quickly as possible using the red triangle or by a messenger
- The child will be located as soon as possible and the incident investigated
- Parents will only be informed of this if there are serious reasons for the behaviour

Leaving the school premises

- The child should not be chased
- The headteacher should be informed as soon as possible and will make a decision about the appropriate action to be taken.
- The police will be informed.
- Parents will be contacted
- Every effort will be made to establish the whereabouts of the child

Bullying

Due to the difficulties surrounding bullying, our anti bullying policy explores in detail our approach to such behaviours.

As part of our PSHCE curriculum and in our assembly time, the children throughout the whole school have many opportunities to talk about and discuss how behaving in a certain way can make you and others feel.



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We will not tolerate either physical or verbal bullying. Persistent taunting and teasing, pushing or hitting can cause genuine distress.

Children are encouraged to tell either their parents, teacher or headteacher should they feel that they are being bullied. Other children, too, are encouraged to tell if they feel that someone they know is being bullied.

The allegations are then followed up by talking to all those concerned and the previously stated procedures will be followed.

Please also see Anti - Bullying policy.

Drugs

At the present time this does not constitute a problem for our school, but our children will be entering an adult world where a huge variety of substances are widely available.

Through our PSHCE work and work on living processes in science we aim to teach the children the need for healthy living. This includes teaching and discussion on aspects of diet and life that are not healthy. The depth in which these issues are covered depends on the age and experience of the children.

The school cannot allow illegal drugs upon the premises and any child suspected of having such drugs will be subject to immediate investigation. The following procedure will be adopted:

- The child will be asked to give such substances to the headteacher
- The child's parents will be informed of the suspicion
- The police will be contacted to ascertain the nature of the substance
- If the substance is declared illegal the Chair of Governors will be informed
- Parent and staff will work together to deal with the problem in the most positive way for the benefit of the child, using the expertise of outside agencies such as the local community drugs team



Physical contact by staff

Please see policy for keeping pupils and staff safe- managing behaviour in schools, including use of physical contact and restrictive/ non-restrictive physical intervention to manage difficult and harmful behaviour.

There are occasions where a child may need a supportive hug or similar in praise of achievement or for comfort. Staff must ensure that such physical contact cannot be misinterpreted by the child. This can be achieved by use of a supportive hug (see appendix picture 1).

The role of governors

The governing body has the responsibility of setting general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. Behaviour is an agenda item at each termly governors meeting.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

The role of staff in behaviour

All staff need to know how to promote pro social behaviour and manage difficult or dangerous behavior, and to have an understanding of what behavior might be communicating.

All staff should focus on de-escalation and preventative strategies rather than focusing on reactive strategies.

We are aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

All staff strive to be positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

All staff contribute to the Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. We have a well-being mentor in school who is available on a regular, weekly basis for children to talk to. The well-being mentor is used to support children who may find playtime and



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lunchtime behaviour a challenge. She also supports children who may have difficulties in social issues which can cause unacceptable behaviours at playtime and lunchtime, by offering strategies and a 'listening ear' for the children. Any issues which need following up are reported to the headteacher.

The following steps should be taken to manage low level behaviour.

step	example
1) Non verbal cue	Look at the child Pointing to the expectations
2) Verbal reminder of expectations.	Remember that you need to Remember that we expect you to
3) Consequence reminder / choice	If you continue to Then the consequence will be.....
4) Consequence put in place	(name) put consequence in place Restorative conversation

Role of the Headteacher

It is the responsibility of the headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The headteacher reports termly to governors on the behaviour of children in school in the headteacher's report.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of unacceptable behaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.



The role of parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

Our school values and expectations are set out on the school website, and we expect parents to read these and support them.

We expect parents to behave in a reasonable and civilized manner towards all members of the school community. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the headteacher who will take appropriate action. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

We encourage parents to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

Other related policies:

- PSHCE
- Anti bullying
- Health and safety
- Allegations against staff
- Child Protection
- Use of Physical Intervention



Policy Review:

Policy review and agreed date:

Autumn term 2017

Autumn term 2016

Autumn term 2018

Autumn term 2019

Summer term June 2020 (amendment made due to COVID)

Autumn Term 2020

Appendix 1

Supportive Hug





Appendix 2

Examples of red behaviour

Damage to property
Repeatedly not following adult instructions
Hurting other children (could include physical or verbal)
Harm to an adult (could include physical or verbal)
Throwing classroom objects
Behaviour that put themselves or others at risk

Examples of possible consequences that maybe used:

Restorative consequences

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Examples of educational consequences

- Ensure the pupil completes the task they have disrupted
- Rehearse / model situations through intentional teaching of prosocial behaviour
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- Intentionally provide educational opportunities for the pupil to learn about the impact of certain actions and behaviours
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In some extreme cases further consequences may be used:

6. The child may be referred to see a senior member of staff. The following steps are to be followed: a) Key Stage lead, b) deputy head/ SENCo, c) headteacher
7. Parents may be contacted to discuss ways of helping to improve behaviour
8. If there is pattern of behaviour which becomes frequent it may be necessary to place the child on our register for children with additional needs for their behaviour; a one plan and individual risk management plan will be created between the child, parents and teacher to ensure that appropriate targets for behaviour are set and strategies for meeting these targets identified.
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Behaviour Policy Amendment in response to Covid-19

This amendment is to be read in conjunction with our Behaviour Policy and Home-school agreement.

We want pupils and staff to feel safe, happy and reassured when they return to Bocking school. We want our children to feel secure in the knowledge that measures are in place to try and limit the transmission of Covid-19. We are working on creating an environment that is, and feels physically and emotionally safe for all of us.

The return to school for some of our children could also induce feelings of stress due to the new routines and changed environment. All staff in school will be aware of this and we will adapt our responses accordingly. We will constantly model and coach around these new expectations, behaviours and routines and always reassure and reframe any negative perceptions. We ask all staff to seek to reinforce positive behaviours we wish to see, leading by example at all times. To protect the health and safety of pupils and staff and to limit the spread of Covid-19, we have put in place some strict guidelines for pupils to follow.

Reasonable Adjustments

Please be aware that the following reasonable adjustments have been made in addition to our Behaviour Policy and will take effect from the 8th June 2020 until further notice.

- All pupils are to arrive and leave the school at the times designated to their bubble.
- All pupils must follow instructions on hygiene, such as handwashing.
- All pupils must move around the school as per specific instruction such as following the new one-way system, out of bounds areas and queuing.
- All pupils will be encouraged to 'catch it, bin it, kill it' when sneezing/coughing and will be discouraged from touching their mouth, nose or eyes.
- All pupils must inform an adult if they are feeling unwell.
- All pupils must only use their own personal set of stationery.
- All pupils must stay away from out of bound areas and follow instructions for outside timetabling and spaces.
- All pupils must only use the toilets designated to their bubble and only under the instruction of an adult.
- All pupils must follow rules about coughing or spitting at/towards another person.
- It is expected that outside / after school, parents will follow social distancing guidance and not meet with more people than government allows and that children will not be visiting other people's houses.



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Challenging, complex and unsafe behaviours involve a very small proportion of children. Some of these behaviours will result in sanctions, as detailed below.

Behaviour	Action	Sanction
Not following school instructions of hygiene, such as handwashing.	Adults to model and more closely supervise. Parents informed and provision and approach discussed.	Should this become persistent, a behaviour risk assessment may be undertaken which may indicate that it would not be safe for the child to be in school.
Running away from adults to access out of bounds areas.	Adults to explain the reasoning and de-escalate using appropriate strategies. Parents informed and provision and approach discussed.	Should this become persistent, a behaviour risk assessment may be undertaken which may indicate that it would not be safe for the child to be in school.
Not following designated routes around school.	Adults model correct movement around the school and more closely supervise.	Should this become persistent, a behaviour risk assessment may be undertaken which may indicate that it would not be safe for the child to be in school.
Spitting, licking and/or biting others. Physical aggression involving skin to skin contact.	Remove other children and adults to a safe distance. Parents informed and provision and approach discussed. Contact the parents of the child who has been spat at.	The pupil will be sent home for a fixed term exclusion of at least 2 days. A behaviour risk assessment may be undertaken which may indicate that it would not be safe for the child to be in school.
Deliberately coughing in the direction of other pupils and/or adults.	Remove other children and adults to a safe distance. Parents informed and provision and approach discussed. Contact the parents of the child who has been coughed at.	The pupil will be sent home for a fixed term exclusion of at least 2 days. A behaviour risk assessment may be undertaken which may indicate that it would not be safe for the child to be in school.



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Deliberately making any inappropriate/insensitive comments or displaying insensitive behaviours linked to the Covid-19 pandemic.	<p>Explain to the child why what they have done is inappropriate.</p> <p>Parents informed and provision and approach discussed.</p> <p>Speak to the child who has been affected and contact their parents.</p>	Should this become persistent, a behaviour risk assessment may be undertaken which may indicate that it would not be safe for the child to be in school.
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