



Behaviour Policy

(Approved by Trustees 10 December 2018 - Review Autumn 2019)

Aims

Our aim is to create a safe and happy school where **everyone** feels valued, treated fairly and respected. We aim to teach the children how to understand the impact that inappropriate behaviours can have on one another and how to make better, informed choices.

Mutual respect and positive behaviour is the expectation for all.

Our policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Expectations

The foundation of our expectations are underpinned by our Values.

We expect all children display positive behaviours. Teachers may offer: positive praise, encouragement and stickers to promote such behaviour.

Children are taught how they are expected to behave and this is represented by our Behaviour Ladder. These ladders are displayed in classrooms and around the school. Children understand that each behaviour is represented by a colour. We expect every child to be displaying **green** behaviour. Each class will display what **green** behaviour looks like and these will form the class expectations. Teachers will regularly explore what these behaviours look like.

Green Behaviours (Expected)

Expectations for every child:

- We ask for help and help each other
- We are confident to be ourselves.
- We listen to each other
- We talk to each other
- We are kind and calm and look after each other
- We work hard and when things get difficult, we don't give up
- We make people feel welcome
- We set ourselves goals
- We learn from our mistakes
- We work together
- We make memories with each other
- We take pride in what others and ourselves do well.
- We look after our school and make it an enjoyable place to be.
- We are good role models and make good choices.

We promote positive behaviour by each class contributing to putting marbles in a jar. Marbles are rewarded for demonstrating school values and learning behaviours. Marbles are earned by individuals within the class, with a consistent approach where it is possible for all pupils to succeed and earn marbles to add to the jar. Once a marble has been earned and placed in the jar, it cannot be withdrawn. Once the jar is full, it can be emptied and the class and teacher will negotiate and decide on a suitable class reward at a time that doesn't impact upon learning (no longer than 20 minutes).

All children start on green every day and after lunch.

Help Scripts

If a child is out of class or showing inappropriate behaviours, first check if another adult is dealing with the situation before interacting with the child. If you wish to offer assistance use the following phrases.

"I am here to help" the other adult may accept your help or let you know that help isn't needed. If help is needed, you can respond with:

“you can help by.....”

If an adult feels as though they can offer a better suggestion to the situation they need to say “more help...”.

As a response say “What do you suggest?”

The code word “more help” is a signal that the person offering help has additional information pertinent to the child that may help the situation. The person offering help needs to give a clear direction.

Consequences of inappropriate behaviour and poor choices

If a child is not displaying the expected behaviour then they will be reminded of the expectations. If it continues then other distraction techniques may be needed. For example: move next to the teacher, TA to sit with the child, give the child a distraction/job.

Children can move down the Behaviour Ladder if they display behaviours that are not expected. Children are given every chance to think about, correct and improve their behaviour.

If the behaviour starts to disrupt the **learning** of the other children then the child will move to **yellow**.

If a child is moved to **yellow** and their behaviour improves, then they can move back to **green**.

Yellow Behaviours (Needs improving)

- Interrupting continuously and disrupting others learning.
- Swearing at others.
- Distracting others from their learning
- Being unkind
- Shouting out consistently
- Answering back and being disrespectful.
- Refusal to follow instructions
- Walking out of class
- Refusal

Consequences for **yellow** behaviour include:

- A warning is given to the children with a discussion with an adult in the classroom to build relations and investigate any underlying reasons for the behaviour and to give strategies to get back to **green**.
- Adults within the class take responsibility to manage **yellow** behaviour within their class effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.
- Adults will record low level behavioural incidents on the Low Level Behaviour Log.
- The adult supporting the child must communicate with the parents/ carers at this early stage and record conversations / strategies used.

Orange Behaviours (Poor)

- Continued inappropriate responses
- Swearing purposefully at others
- Inappropriate attention
- Persistent **yellow** behaviour

If a child’s behaviour is poor, they will move to **orange** where the behaviour will be managed by the adults within the class. Parents will be informed via a phone call home or through a face to face meeting at the end of the day. Missed learning needs to be managed within the classroom.

If poor behaviour continues and becomes persistent, the class teacher will review the ‘Low Level Behaviour Strategies Log’ with the phase leader. The phase leader, class teacher and parent will decide on strategies to support the child, such as intervention, an individual positive behaviour plan, traffic light report card,

sending incomplete work home etc. Parents will be informed of the success of the intervention. If behaviour continues to deteriorate then the Inclusion Manager will be involved. The Inclusion Manager will meet with parent and the child. The Inclusion Manager might seek outside support.

If a child is at risk of exclusion then they will be referred to the Head/Deputy. Their individual behaviour plan will be reviewed and they may be placed on a more detailed report card (see Appendix 5) and/or put in seclusion with an adult. Should behaviour not improve then a fixed term, or in extreme circumstances, a permanent exclusion may be considered.

In extreme situations, such as:

- Physical aggression
- Threatening behaviour
- Damage of property
- Bullying
- Unsafe behaviour putting themselves or others at serious risk of harm
- Stealing
- Persistent poor behaviour
- Extreme prejudice based incidents (racism, gender, age)
- Bringing weapons into school

The child will be referred directly to the Head/Deputy (see above).

Exclusion

The school will follow the exclusion procedures identified in the DfE Guidance (2015) on 'Exclusion from Maintained School, Academies and Pupil Referral units in England' (copies are available on request) and Milton Keynes Exclusion Guidance (2016).

The Headteacher decides whether to exclude a pupil for a fixed term or permanent in line with this policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. The Deputy Headteacher is authorised to act on behalf of the Headteacher in their absence.

Parents/carers will be involved and will be asked to give their guarantee that they will work with the school to prevent the unacceptable behaviour happening again. A support programme will be actioned to support the child.

A reintegration meeting will be held prior to the child's return to school; parents/carers will be expected to attend.

The Headteacher may also, in extreme circumstance, exclude a pupil without prior completion of all the above stages. Dependent on the type of exclusion, parents/carers can make representation or have the right of appeal to the Governing Body.

Bullying and Harassment

Bullying will not be tolerated.

Bullying is the use of intentional threatening or hurtful behaviour by one or more persons that causes damaging and hurtful effects, either physically or emotionally that is persistent over a period of time. All reported incidents of bullying are recorded. The school takes all reported incidents seriously and a thorough investigation will be made. Parents will be informed. (See Anti-Bullying Policy for more detail).

All reported incidents of bullying are investigated and recorded in a bullying file and logged in the behaviour log. These are reported to Governors termly.

The school takes all reported incidents seriously and each case is dealt with according to the needs of the children involved. Support is always offered to the 'victim'.

Prejudice Based Incidents

All children are equal and treated fairly. Prejudice based incidents relating to race, gender, Special Educational Need, Disability, sexual orientation, religion or beliefs are not tolerated. Any incidents that relate to those above are recorded and monitored on the Inclusion Log following a thorough investigation. All prejudice based incidents are reported to the Inclusion Manager, Headteacher and Deputy Headteacher.

Restraint

All staff are trained in Team-Teach de-escalation techniques. De escalation is the first strategy and handling children is a last resort. Restraint of children is only used when; a child is at risk of hurting themselves or others, is damaging property or is seriously disrupting the learning of others. Unless the situation is critical only the Head, Deputy and Assistant Heads are authorised to handle children. Where children have been handled a form is completed and countersigned. Parents are informed as soon as reasonably possible and a copy of the form given to them.

(See policy on the use of restrictive physical intervention with children and young people (Milton Keynes Safeguarding Board))

Incidents outside of school

We expect children to behave appropriately when on school visits and this behaviour policy applies. When children are wearing a Knowles Primary School Uniform and walking to and from school we expect appropriate behaviours in line with school values. This behaviour policy also applies to those situations.

The role of Governing Body

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

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 Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body has a pupil discipline committee which is made up of between three and five members. This committee considers any pupil discipline issues and reviews the decision to exclusion on behalf of the governors.

When the pupil discipline committee meets to consider exclusion, it considers the circumstances in which the pupil was excluded, any representation by parents and the LEA, and whether the pupil should be reinstated.

If the pupil discipline committee decides that a pupil should be reinstated, the Headteacher must comply with this ruling. He/she will also take advice from their professional association at this time.

Review:

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1: Behaviours

<p>Expected</p>	<p>We ask for help and help each other We are confident to be ourselves. We listen to each other We talk to each other We are kind and calm and look after each other We work hard and when things get difficult, we don't give up We make people feel welcome We set ourselves goals We learn from our mistakes We work together We make memories with each other We take pride in what others and ourselves do well. We look after our school and make it an enjoyable place to be. We are good role models and make good choices.</p>	<p>Expected</p>
<p>Needs improving</p>	<p>Calling out consistently Answering back Rudeness Distracting others from learning Swearing purposefully at others Being unkind Not trying your hardest Refusal to follow instructions Walking out of class Refusing to complete work Refusing to listen to instructions</p>	<p>Needs improving</p>
<p>Poor</p>	<p>Continued inappropriate responses Swearing at others Inappropriate attention Persistent yellow behaviour</p>	<p>Poor</p>
<p>Extreme</p>	<p>Physical aggression Threatening behaviour Damage of property Bullying Unsafe behaviour putting themselves or others at serious risk of harm Stealing Extreme prejudice based incidents Bringing weapons into school Persistent poor behaviour</p>	<p>Extreme</p>

Expected		Expected
Needs improving	<ul style="list-style-type: none"> • Warning given to the child • Discussion with an adult in the classroom • Strategies to get back on green given • Once improved move back to green. 	Needs improving
Poor	<ul style="list-style-type: none"> • Time out with the class teacher or adult in the class (e.g. break time, lunchtime, end of day, not in learning time) <ul style="list-style-type: none"> • Once timeout has been given move back to green. • Missed learning managed within classroom • Parents informed via a phone call home or through a face to face meeting at the end of the day • Low Level Behaviour Strategies Log completed <p style="text-align: center;">If poor behaviours continue...</p> <ul style="list-style-type: none"> • Class teacher to review behaviours with Team leader and parents and decide on strategies to support the child (e.g. intervention, individual behaviour plan, traffic light report card, sending incomplete work home etc.) • Parents to be informed of success of intervention by class teacher <p style="text-align: center;">If behaviour continues to deteriorate...</p> <ul style="list-style-type: none"> • Meet with Assistant Headteacher (Inclusion) who will meet with the parent and child • The Assistant Headteacher (Inclusion) might seek outside support 	Poor
Extreme	<ul style="list-style-type: none"> • Review of individual behaviour plan • Report card with Headteacher or Deputy Headteacher • Seclusion • Fixed term exclusion 	Extreme

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| | <ul style="list-style-type: none">• Permanent exclusion | |
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